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The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

FIRST SESSION OF THE WILSON CABINET



This is the first official photograph of President Wilson and his cabinet, taken at the first session of the cabinet. In the background, from left to right, are: President Wilson; William G. McAdoo, secretary of the treasury; James McReynolds, attorney general; Josephus Daniels, secretary of the navy; David F. Houston, secretary of agriculture; William B. Wilson, secretary of labor; William C. Redfield secretary of commerce. In the foreground, from left to right: William Jennings Bryan, secretary of state; Lindley M. Garrison, secretary of war; Albert J. Burleson, postmaster general, and Franklin K. Lane, secretary of the interior.

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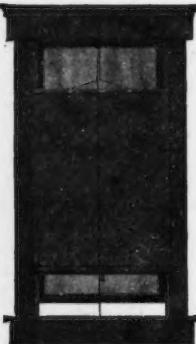
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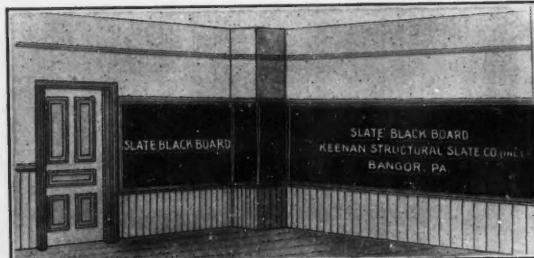
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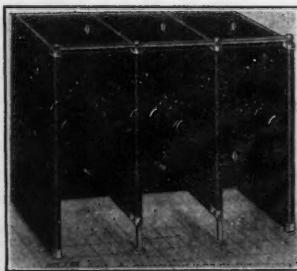


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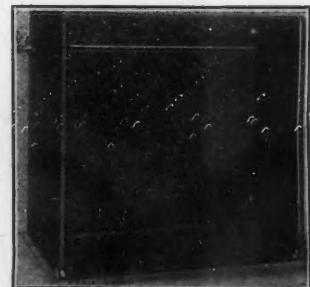
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Catholic Census Figures for 1913

GENERAL SUMMARY.

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Archdioceses, Dioceses, Vicariates-Apostolic.	Archbishops, Bishops.	Clergy.			Churches with Missionaries and Churches.	Total Churches	Students.	Colleges Academies for Boys.	Orphan Asylums.	Homes for Aged.	Total Children in Catholic Institutions.	Catholic Population.							
		Sacerd.	Religious.	Total.			Seminaries.	Parishes with Schools.	Children attending.	Orphans.									
BALTIMORE.....	1	241	236	476	68	206	12	1005	10	84	24,000	10	1,650	26	86,120	1,60,000			
BOSTON.....	1	549	143	692	234	204	1	115	119	59	53	10	226	5	60,593	90,000			
CHICAGO.....	1	2	498	283	781	22	382	252	12	21	1,5	898	6	1,700	5	120,276	115,000		
CINCINNATI.....	1	227	134	364	171	34	2	144	18	120	28	586	4	786	5	58,000	200,000		
DUBUQUE.....	1	237	9	246	178	66	239	2	194	4	92	152	34	786	4	230	20,815	182,560	
MILWAUKEE.....	1	295	87	382	217	72	289	2	194	4	92	25	892	1	414	2	38,868	200,000	
NEW ORLEANS.....	1	150	12	273	140	92	232	1	22	126	16	825	17	980	5	24,466	550,000		
NEW YORK.....	1	6	361	107	368	71	59	540	22	41	232	82	945	8	2,355	5	11,950	121,920	
OREGON CITY.....	1	70	40	116	55	49	310	4	175	10	10	145	68	612	12	3,509	8	71,067	60,000
PHILADELPHIA.....	1	2	55	136	651	54	291	8	24	164	0	655	6	818	2	25,040	375,000		
ST. LOUIS.....	1	298	28	526	24	125	360	8	569	8	24	164	0	430	2	26,680	265,000		
ST. PAUL.....	1	1	220	78	218	58	264	1	100	7	21	123	0	69	2	24,000	255,000		
SAN FRANCISCO.....	1	50	28	76	43	37	330	8	140	3	51	19	1	1,115	4	3,128	140,573		
SANTA FE.....	1	197	48	245	123	40	169	8	123	4	18	302	8	1,456	2	20,580	20,246		
Albany.....	1	26	8	37	27	40	18	1	26	5	16	9	317	2	1,719	34,000			
Alexandria.....	1	155	57	193	118	40	138	2	26	1	1	31	1	145	5	10,787	80,000		
Alton.....	1	92	21	118	86	24	110	1	23	1	1	31	1	161	9	217	92,310		
Baker City.....	1	16	12	28	19	20	39	8	1	6	8	80	1	1	1	1	1,513	6,400	
Bellefonte.....	1	118	5	129	98	29	127	8	1	1	1	1	1	1	1	1	10,450	71,500	
Bismarck.....	1	29	28	57	36	58	94	8	1	1	9	1	4,2	4	1	1	1,51	80,000	
Boise.....	1	31	17	48	31	30	1	1	8	10	1	326	1	1	1	1	1,431	18,000	
Brooklyn.....	2	404	92	496	206	44	22	1	60	8	15	80	2	7,100	2	80,000	700,000		
Buffalo.....	1	25	140	89	187	33	220	2	161	4	10	125	33	240	5	1,550	4	40,549	273,000
Burlington.....	1	15	106	72	27	99	1	9	6	20	6	224	1	237	1	6	2,444	79,230	
Charleston.....	1	18	16	22	17	16	33	8	1	1	9	800	1	1	1	1	10,040	9,650	
Cheyenne.....	1	273	73	351	180	91	211	1	68	12	18	42	776	4	504	1	4,845	350,000	
Cleveland.....	1	112	30	142	96	38	134	1	168	8	57	12	229	2	820	1	13,032	93,065	
Concordia.....	1	59	25	84	56	34	90	8	1	1	35	8	911	1	4,027	2	29,000	1,92,400	
Corpus Christi.....	1	16	19	35	19	54	73	8	1	5	9	1	150	1	42	1	1,192	1,840	
Covington.....	1	73	11	84	56	25	81	8	1	2	8	7	3,084	8	204	2	9,455	60,900	
Crookston.....	1	19	15	34	32	20	52	8	1	2	7	995	2	507	1	1,565	21,147		
Dallas.....	1	62	40	102	65	43	108	8	1	11	11	1	3,902	1	68	6	2,700	64,000	
Davenport.....	1	88	82	170	81	110	191	1	20	2	5	7	44	6	615	1	7,558	51,175	
Denver.....	1	10	3	63	50	29	70	2	87	2	437	4	763	1	7,755	105,000			
Des Moines.....	2	23	56	287	160	63	223	8	1	5	87	22	779	5	249	1	85,777	342,005	
Detroit.....	1	50	12	128	80	58	1	1	9	1	700	1	100	1	1	1	1,730	83,650	
Duluth.....	1	1	2	31	163	107	54	1	138	7	45	11	237	1	217	1	11,040	126,000	
Erie.....	1	12	22	148	70	17	87	8	1	4	29	12	116	8	678	1	13,473	160,000	
Fall River.....	1	90	6	96	75	91	106	10	15	1	624	1	135	1	1	1	1,759	69,871	
Fargo.....	1	143	89	232	119	28	157	8	49	2	13	87	16,689	2	221	2	18,612	108,719	
Ft. Wayne.....	1	10	32	92	53	44	97	1	18	4	9	40	4,074	1	45	1	6,403	65,000	
Galveston.....	1	11	24	142	101	96	197	1	94	3	15	16	514	2	279	1	17,324	128,000	
Grand Rapids.....	1	34	9	43	27	33	60	8	1	4	7	885	1	160	1	4,769	25,000		
Great Falls.....	1	167	51	218	150	69	29	8	1	1	18	482	5	821	1	19,432	140,433		
Green Bay.....	1	88	10	98	67	14	81	2	1	2	40	9,000	2	185	1	9,15	15,543		
Harrisburg.....	1	276	42	318	174	50	24	3	254	1	5	314	2	507	1	36,36	423,000		
Hartford.....	1	58	10	68	36	39	75	8	1	3	21	5	711	1	230	1	6,315	62,000	
Helena.....	1	162	68	231	145	5	196	4	126	2	10	121	17	732	2	220	2	18,936	124,045
Indianapolis.....	2	77	40	117	75	26	101	1	15	1	10	48	6,749	2	242	1	5,773	60,000	
Kansas City.....	1	28	22	28	22	36	58	8	1	1	3	305	1	547	15,195	1	11,811	117,000	
Kearney.....	1	19	31	190	136	86	2	1	2	5	10	308	1	182	1	1	1	1,737	98,500
La Crosse.....	1	27	10	37	27	55	82	8	1	1	6	841	1	23	1	1	1	904	18,000
Lead.....	1	80	87	167	91	38	129	1	1	2	3	53	1	20	2	1,656	7,656	70,000	
Leavenworth.....	1	70	9	76	67	14	81	2	70	1	1	2	400	1	87	2	4,436	27,500	
Lincoln.....	1	38	33	71	45	47	12	2	22	2	5	48	3,835	1	128	4	4,735	23,000	
Little Rock.....	1	121	66	135	106	50	156	3	1	3	14	71	13	191	8	836	2	16,744	10,923
Louisville.....	1	122	19	141	73	32	105	1	1	1	6	11	605	7	807	5	15,00	126,034	
Manchester.....	1	83	13	96	71	29	110	8	1	1	4	5	7	381	1	117	1	7,337	98,500
Marquette.....	1	50	62	118	52	38	90	1	30	8	3	2	4,811	8	402	1	5,258	41,079	
Mobile.....	1	165	64	229	110	78	188	2	70	1	16	31	8,407	6	1,27	3	10,349	103,000	
Monterey-Los Angeles.....	1	28	10	48	30	16	46	8	1	1	5	23	6,605	2	300	1	4,727	18,500	
Natchez.....	1	40	12	52	38	60	9	1	1	1	3	19	2	764	2	140	1	4,112	28,573
Newark.....	1	324	94	418	191	27	218	3	67	10	10	120	53	352	9	1,110	3	7,642	370,000
Ogdensburg.....	1	127	18	145	91	62	153	2	13	12	5	3	795	2	234	1	4,029	95,000	
Oklahoma.....	1	68	41	109	69	90	159	1	16	1	2	21	4,078	1	40	1	6,376	35,432	
Omaha.....	1	126	37	163	105	39	144	2	7	7	8	9	864	1	107	1	11,988	75,575	
Pittsburgh.....	1	173	39	212	154	69	223	8	1	4	8	7	11	152	1	75	2	2,919	104,487
Portland.....	1	371	145	516	296	48	344	3	158	3	4	1	4	261	5	1,801	3	61,075	480,000
Providence.....	1	125	24	149	76	50	16	1	10	3	1	4	6	436	1	13,024	123,600		
Richmond.....	1	187	21	208	79	18	97	2	2	5	6	18	3,863	2	402	1	20,95	260,000	
Rochester.....	1	147	17	61	84	43	77	1	1	3	8	21	4,440	8	156	1	5,418	41,000	
Rockford.....	1	186	5	102	41	143	2	31	1	2	8	19,565	3	425	1	21,126	150,000		
Sacramento.....	1	6	4	66	48	47	95	1	1	6	9	1	658	2	210	1	2,105	48,500	
St. Augustine.....	1	19	23	42	20	23	45	1	4	3	12	18	1,856	1	85	2	2,034	37,525	
St. Cloud.....	1	79	53	132	89	30	119	1	26	1	3	23	4,000	1	120	1	9,234	65,000	
St. Joseph.....	1	53	39	92	46	47	98	1</											

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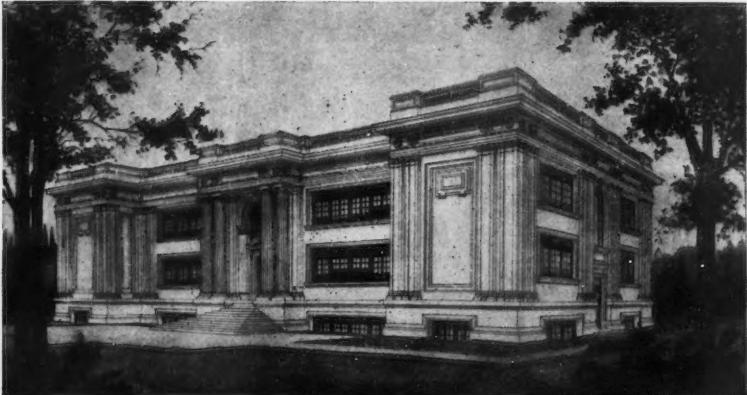
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OF EDUCATIONAL TOPICS AND

SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

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Are our pupils really learning more and more about God and growing in the love of God? Such is the "one thing necessary."

A safe rule for composition work: Short and frequent themes rather than long and occasional themes. The experienced teacher knows why.

Are we convinced that Christian Doctrine is one of the most difficult lessons we are called upon to teach? The fact implies that to omit preparation is to court failure.

From the bill posters learn a parable: Two big ideas in teaching are Suggestion and Repetition.

If we assume that our pupils are docile and well behaved, in most cases they will prove so. To read a riot act is to invite a riot.

We never know any one thing thoroughly until we know it in its relation to something else. Hence the pedagogical doctrine of Correlation.

Cheerfulness, piety, love of books and the spirit of work are all contagious. "To make saints of my pupils," said a Catholic teacher, "I must be a saint myself."

The normal child wishes to do things for himself. Parents and teachers who "cannot keep their hands off" fancy they are affording him assistance, when they are really dulling his interest and stunting his growth.

Wise supervision is one thing, suspicious spying is quite another. The latter has no place in the well-ordered classroom.

Self-control is something that our children should learn; but they never will learn it if they do not daily recognize a living example of it in the teacher.

If at the close of the day we find the class record disheartening and feel urged to adopt drastic measures for the morrow, it is wise to make no resolutions until the morning dawns. With the morning comes wisdom—and moderation.

Every capable teacher knows the limitations of examinations. Examinations are necessary, but they by no means show all that our pupils know. The finest fruitage of our labors are often intangible.

A recent writer has pointed out that discipline is effected by judicious appeals to reason, to the instinct of fear, the instinct of reverence and the instinct of love. And the greatest of these is charity.

Some teaching is like the fringes on towels—more for ornament than use, and even then not especially ornamental.

Observation shows that many persons make horrible faces when they sing—a habit they probably acquired in youth when the teacher did not utter the helpful, suggestive word.

A Cheerful Prophet.—Few recent books on the practice of teaching and the ideals of the teacher are more breezy and gladsome and stimulating than "Teaching in School



Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

and College," by Professor William Lyon Phelps who holds a professorship of English Literature at Yale. Unlike the deep-browed, short-sighted "research" professor, this genial son of Old Eli takes a most optimistic attitude toward classroom work. He is glad he is alive, and he is unfeignedly fond of teaching. He would rather teach, he says, than do anything else he could think of. To him the daily work of the classroom is never a drag, never a bore. Rather he finds it a source of pleasure and profit and growth. There is, he assures us, "no profession more exciting, more stirring, more thrilling than teaching."

Other things, many of them, are in Professor Phelps's book, things which every teacher will read with interest; but it seems to me that the big message of the volume is the message of joy of spirit. It is the message of a cheerful prophet—a man who realizes the imperfection of many existing conditions but is not thereat dismayed. Professor Phelps shows how a conscientious and enthusiastic teacher can be very much in earnest and yet very gladsome at the same time. He draws the saving distinction between seriousness and sadness.

Like many another man who perverses a smiling and sunny outlook on his professional work, Professor Phelps has had his days of opposition and misunderstanding. More than one of us may recall the time when a young instructor in an eastern university advocated the teaching of novels as a regular part of English work, a part quite as legitimate as the teaching of poems and essays, and how the more conservative members of the faculty spurned and ridiculed the idea, and how some of the mobile newspapers poked fun at the daring young instructor. But that same instructor—who is no other than Professor Phelps—has lived to see his idea accepted as one of the commonplaces of secondary and higher education. Perhaps it is because of his sharing in the abuse and misunderstanding that all live teachers are sure at one time or another to experience that Professor Phelps continues to smile bravely and heartily and, like a good workman, to sing gleefully as he works.

A Premature Warning.—The period of the summer institutes is not yet with us, but nevertheless I venture to utter a word of warning against lectures and lecturers. And the word is this: Beware of the lecturer whose vocabulary is so painfully technical that it is unintelligible; beware of the lecture that is so learned that you don't learn anything from it. We are familiar with the statement that language is often used to conceal thought; but there are some institute lecturers who seemingly employ language to conceal the absence of thought.

It is strange and sad, but also pathetically true, that many excellent men and women—even teachers—are vaguely impressed by what is ponderously obscure. What is difficult to follow must, they argue, be illuminating and profound. And, conversely, they arm themselves with suspicion against the lecturer who talks plain, everyday English and who has the hardihood to smile as he talks. Big words and complex sentences are signs of scholarship, say some; while clearness of structure and the absence of technical language bespeak the dabbler and the surface thinker.

In this matter, of course, teachers do not stand alone. Those of us who devote a good deal of our time to reading books and books-about-books know that more than one literary reputation has been raised upon the exclusive foundation of an impressive incapacity for writing terse, vigorous English. And we know, on the other hand, that

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writers like G. K. Chesterton and Hillaire Belloc are sneered at in some quarters largely because they can do what they will with words. As far back as the fourth century we find St. Augustine, before his conversion, turning away from the Gospels because they were written in so simple and familiar a style that, to the young rhetorician of Carthage, they could not possibly be other than childish and superficial documents.

The same thing applies to a great extent to books on the theory and practice of education and to the writers thereof. Some works which educational journals laud to the skies and over which some teachers wax wide-eyed and soulful are written in a style that suggests a collaboration of Kant, Meredith, Henry James and Browning at his worst. Some of those first aids to teachers represent the acme of the obscure.

But there are books which real teachers have written, books which real teachers have conned with pleasure and profit, and they are written as one would naturally expect such books to be written—that is, in a style that at least can be understood. They are singularly free of technical terms and Teutonic twists. They are almost scriptural in their refreshing directness and simplicity.

A Suggestive Reply.—Any one who asks questions is bound to get an answer that surprises him. It may be a long time coming, but it is inevitable. Often, however—and this is a circumstance at once mitigating and gratifying—the surprise is a pleasant surprise; and, ever so rarely, the pleasant surprise reveals a deep insight into life and a strong grasp of professional machinery.

Such an answer was one that came to us recently in response to the question: What book has contributed most to your intellectual growth? "The textbooks," writes an experienced teacher, "that I have handled each day—old, though growing ever new."

The answer, you will notice, does not take up much space; but it is nevertheless a big, broad commentary on the cultural possibilities of the classroom—possibilities for the teacher. A little quiet reflection on the answer will serve to bring out several interesting truths, not the least important of which is that our intellectual growth is chiefly dependent on the daily work we do.

And Some Suggestive Comments.—In the instance just cited the answer told the story; but other correspondents enlightened and stimulated by their comments on their answers. One such paper lies before us; and we feel certain that our readers will be glad to read it and to share the viewpoint of the gifted nun who records her impressions of three classes of books:

What book has given you the deepest insight into the spiritual life?

A study of the life and spirit of Saint Dominic has given me the deepest insight into the beauties of the spiritual life.

That person is a great leader who can make right seem beautiful and worthy of supreme effort. Saint Dominic had that power. With the Rosary he quickened the moral purpose and steadied the wills of all the Albigenses who came within the radius of his influence. It was not so much what he said, it was more the atmospheric conditions that he induced which worked such moral regeneration. When I say that Saint Dominic made right attractive I do not mean by this that the deed itself must be attractive, but the doing of it must seem more desirable than the not doing. One may dislike a task set before him, yet he may feel that he would rather do this disagreeable task than weakly shirk it.

From the life of this great saint I have learned, too, that our virtues, and, in fact, about all the powers that we possess, require the backing of courage to make them effective. Loyalty, honesty, sympathy, conviction of right, high ideals, knowledge and skill, are worth no more than old lumber in a person's life, unless he has courage enough to put them to use. Many a man sees what he ought to do, but he lacks the will-power and willingness to endure the necessary discomfort; that is, he lacks courage for doing what he sees he ought to do. It is from the deep reservoir of Saint Dominic that I have drawn the most strengthening draughts of piety.

What book has contributed most to your intellectual growth?

The writings of Bishop Spalding have contributed more to my intellectual growth than those of any other author.

In his "MEANS AND ENDS OF EDUCATION," he says: "What we need above all things, wherever the young are gathered for education, is not a showy building, or costly apparatus, or improved methods, or text-books, but a living, loving, illumined human being who has deep faith in the power of education and a real desire to bring it to bear upon those who are intrusted to him."

This book has taught me that the first essential for intellectual growth is self-examination. It is evident we must know ourselves before we can take any rational steps toward intellectual growth. It led me to take an honest inventory of my abilities—physical, mental and temperamental—in order to know my weaknesses as well as my capabilities. This self-analysis was difficult and disagreeable, yet I feel grateful to Bishop Spalding for the inspiration.

What book has aided you most in your work as a teacher?

Page's THEORY AND PRACTICE OF TEACHING led me to believe in the saying, "The first thing to do, if you have not done it, is to fall in love with your work." Those who lack a love of their work tire of teaching as soon as the novelty wears off, and tend to become cold and harsh and joyless. They teach to live, while the true teacher lives to teach. To the true lover of children, every mind is a new problem in life, and to watch the unfolding of the powers and capabilities of the soul, is a privilege and a joy. Page's THEORY showed me that the teacher has a cause to serve. That cause, the making of manhood and womanhood. To this cause I must be loyal, I must believe in its dignity, and that I must throw into my work my whole soul and be willing to deny myself for it. That I must have genuine sincerity. One lacking such sincerity has no place as a teacher of children.

Other Views.—The temptation to quote other answers in detail must be overcome; but we feel that our readers will consider themselves mildly outraged if they do not get some general notion of the scope of the replies received.

"The Imitation of Christ" was most frequently mentioned as the book giving the deepest insight into the spiritual life. Other books named in this connection are: "The Spiritual Exercises" of St. Ignatius, "Meditations," by St. John Baptist de la Salle, and Father Grou's "The Interior Life of Jesus and Mary." Several correspondents took occasion to mention the important fact that the chief benefit they derived from the books listed was a deeper insight into the meaning of the New Testament, the original written source of spiritual power.

The answers to the second question, the question referring to intellectual growth, were delightfully diversified. Specimen replies are: "Webster's Dictionary," "Christian Philosophy," by the Brothers of Christian Schools; Stillwell's "Practical Question Book"; Virgil's *Aeneid*; Baldwin's "Writing and Speaking." Several correspondents made the eminently just objection that the question was not sufficiently specific to insure replies invariably exact. "The Elements of Pedagogy," by the Brothers of the Christian Schools; Overberg's "Pedagogy"; Hughes' "Mistakes in Teaching"; Landon's "Principles and Practice of Teaching and Class Management"; Brother Constantius' "The Young Christian Teacher Encouraged"; "White's School Management"; Archbishop Messmer's "Spirago's Method of Christian Doctrine," and Bishop Spalding's essays are among the books listed in reply to the third question. The books most frequently urged are the first and the last as we have here set them down.

13th YEAR OF THE CATHOLIC SCHOOL JOURNAL.

With this number, The Catholic School Journal enters upon its thirteenth year. Every year from the first has seen a steady increase in circulation, until now The Journal is read and appreciated in practically all the Catholic schools of the United States, with large lists in Canada, Mexico, the Insular Possessions, South America, Europe, Asia and Africa. It is generally conceded that for religious teachers The Catholic School Journal easily gives the greatest value of any of the popular-priced educational magazines.

The Journal will continue to improve during the years to come, and on the occasion of our 25th anniversary we trust that all our present readers will be found in good health and still doing noble service in the cause of Catholic education.

Some Special Features of Work Among Our Catholic Schools.

A PRACTICAL DOMESTIC SCIENCE PLAN. Now Being Tried with Much Success by Catholic School in Michigan.

A very practical plan of having the parish school co-operate with the home in the matter of training in domestic economy, without encroaching to any extent on the regular work of the classes, has been inaugurated with much success at St. Bernard's school, Alpena, Mich., conducted by the Sisters of Charity, under the direction of Rev. Thomas D. Flannery.

Parents, children and teachers are enthusiastic about the work. Many grateful mothers have called to see the Sisters, and others have written their hearty approval of the plan. Briefly, the teachers direct and encourage the children to proficiency in domestic duties in their own homes, giving them credits for various services performed, according to a schedule which the parents hold with instructions as to marking. The reports are sent to the school with the parents' markings thereon. Each Friday the teachers read to the class the names of pupils with total credits of each, the names of the six highest being placed on the blackboard. Six hundred credits will entitle the pupil to a half holiday once a month. Additional incentive is given in Father Flannery's offer of prizes for the two highest pupils in each class. Following are the general rules governing the new plan:

Rules Governing the Home Credit Contest.

1. The contest begins March 3, and closes at the end of the school term in June.
2. No pupil is obliged to enter the contest.
3. Any pupil dropping out of the contest before the end of June will lose all credits he may have gained.
4. Each Friday the teachers will read to their pupils the total number of credits thus far gained by each pupil; the names of the six who are in the lead will be written on the blackboard; at the end of each month the six having the highest number will be published in the daily paper.
5. When a pupil has six hundred credits he may ask the teacher for a half holiday, and it will be granted at her discretion, provided that not more than one half holiday be granted each month.
6. No credits will be issued for work done during absence from school.
7. Any pupil who fails to perform his nightly home study task will lose one-half of that day's credits.

Table of Credits.

Building fire in the morning, 5; milking the cow, 5; cleaning the barn, 10; splitting and carrying wood (a day's supply), 10; shoveling snow, cleaning walks, etc., 10; piling wood (one cord), 10; feeding chickens, 5; feeding cows, 5; making and baking bread, 40; making and baking biscuits, 10; washing and wiping dishes (one meal), 10; sweeping floor (one room), 5; dusting furniture (one room), 5; scrubbing floor, 20; making beds (each bed), 5; plain sewing and mending for one hour, 30; doing fancy work for one hour, 15; ironing starched clothes (half hour), 20; ironing plain clothes (half hour), 15; brushing teeth, 5; care of nails, 5; retiring at or before nine o'clock, 10; sleeping with windows open (each night), 5; rising at or before seven, 15; politeness to parents, 5; kindness to brothers and sisters, 5; table manners, 5; errands, 10; blacking stove, 5; keeping shoes blackened, 5; all kinds of gardend work (each half hour), 20; cleaning the lamps (each lamp), 5; preparing supper for the family, 20; preparing breakfast for the family, 20; setting the table, 2; industrial work with tools, building and repairing (one hour), 25.

The Instructions to Parents.

In inaugurating the home credit plan in St. Bernard's parish, the idea and method was clearly set before par-

ents by Father Flannery in the course of his announcements one Sunday. Then the following letter was sent to parents by the teachers to accompany the above rules of the contest, and the schedule of credits with report blanks:

To the Parents:

The new plan for giving credits in the school for work performed by the pupils in their homes was thoroughly explained in church on Sunday.

Enclosed is a list of the duties with their accompanying number of credits. The parents are asked to send an itemized list (with signature affixed) to the teacher each morning. The grading of the home duties is left to the parents. The number of credits given in the list is for perfect work **CHEERFULLY** performed. While care should be taken to do full justice to the child's efforts, it is suggested that parents be careful not to grade too high at **FIRST**, but leave room for crediting future improvement.

It is our earnest hope that this plan will bring home and school into closer and more friendly relations, and that the boys and girls of St. Bernard's may become efficient workers in every field of useful endeavor. Very sincerely yours,

THE SISTERS OF CHARITY.

"I believe the parents can be relied on to see that just the credit due each child is marked down," said Father Flannery.

"That the system will be successful so far as the children are concerned, I have not the slightest doubt. It will engender a spirit of rivalry which will make the children forget they are working. It will teach them things they should know which will be of practical and immediate benefit to their parents.

"So many children have rosy cheeks, but their mothers have no roses in their cheeks. This plan will not take the roses from the cheeks of the children, but it may help bring back the color to the faces of their tired mothers."

MOVING PICTURES IN THE SCHOOL. St. John's Academy, Rensselaer, N. Y., Finds Modern Invention Very Helpful.

For seventeen years visual instruction has been given in St. John's Academy, Rensselaer, N. Y., by means of lantern slides. Two years ago St. John's Academy was the first school in the state to be accorded special quota privileges by the Visual Instruction Division of the State Education Department. This year they have taken another advance step in educational work, by installing a moving picture machine. Though it is the primary intention of the officers of the school to use the machine in connection with the various school studies, the Rev. John F. Glavin, the principal, intends to see whether the machine cannot be used to counteract the harm done by the cheap moving picture shows so frequently attended by children.

"There is hardly a branch of study," says Father Glavin, "in which we will not be able to use the moving picture machine. Of course its use in geography is easily recognized when children can be shown every part of the world in action. It will not only increase the value of the geography and history courses but it will make it interesting to the child; the pictures are bound to make an impression that will stay. In literature it is of equal value, for the stories that the classes are reading are thrown upon the screen; moving pictures have been made of almost all of Shakespeare's dramas and one can readily see what a value they are in connection with the study."

"We will also be able to show the stories of books which the children have never read and they are bound to create a desire for good literature. The value of the moving picture in the sciences has already been proven.

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In the study of plants pupils can be shown to the smallest detail the various parts of each flower; not only that but in a few moments they can see a whole summer's work—how a plant gains its development, part by part.

"The different portions of the industrial plant in working order, every step in the manufacture of cloth and other material are things which have been photographed for these machines and they can be used to an important advantage in the school room. The machine will be one of the important factors this year in connection with our bible studies for almost all of biblical history has been dramatized and will be at our disposal this year.

"It is not our intention to compete with the regular moving picture theatres. I do believe, however, that when children are shown the pictures of the school room they naturally will fall away from the often crude pictures which are shown in the theatres. That, of course, no one can hope to do at once. You can't keep children away from moving picture shows by force or threats or in any other similar manner. You must educate their tastes, you must show them what is good, what is worth while and then the children may gradually grow tired of the shows of the cheap theatres. It is the only effective method.

"The St. John's Academy is one of the most progressive schools in this part of the state. It has introduced the talking machine as an aid to the primary classes and the gymnasium. At the beginning of the present school year it required all its high school girls to wear a uniform to do away with much needless expense and the jealousy and envy which dress often causes."

FOR DELINQUENT YOUTH. League Formed in Massachusetts—A State-wide Movement of Import.

Initial steps have just been taken in Boston to form a league for the prevention of delinquency among Catholic boys and girls. The movement has already received the approval and endorsement of Cardinal O'Connell, Bishop Beaven, of Springfield, and Bishop Feehan, of Fall River.

The Plan Adopted.

The plan adopted for this purpose and the one thought likely to bring about the desired result, calls for the establishment in every parish of the state, of a committee of representative men and women who shall act, in conjunction with the pastor of the parish, for the protection of the boys and girls within their parochial limits. The work of this committee will in no way conflict with that of existing parish societies because it is quite distinct from anything now being done.

The group of men and women who shall be chosen to carry out the purpose of the League in each parish shall be known as Vigilance Committee. It is believed that such a committee, properly and honorably established, and having the sanction of the great body of the good people in the community, will have a powerful influence among the younger element.

The Downward March.

It is a fact, readily admitted by all who have given any study to the question, that countless youths in the state go astray each year and finally, after a few years, are committed to public correctional institutions, simply because no one or no body of persons in the community is interested enough in them to warn them; to give them friendly advice or to check them in their downward march.

There are committees to prevent poverty from working havoc in families, also to prevent sickness and disease from spreading its disastrous effects, but there have been no committees in the midst of the people to check tendencies among the young generation that so often lead to delinquency and imprisonment and the humiliation of their neighbors.

Thoughtless Juvenile Offenders.

Certain private societies in every Christian community for centuries have so guarded countless victims of poverty and have so provided for them that their needs never become known to the public authorities and thus they escaped becoming legally pauperized.

It is time the community realized that there are stages between incipient wrong doing and out and out crime where somebody or something less rigid than the inflexible law can come in and, with Christian charity, stay the course of the usually thoughtless juvenile offender.

The establishment and direction of the League in the archdiocese of Boston will be immediately under the

Catholic Charitable Bureau. The director of the bureau will be assisted in the work of an advisory board chosen from the Massachusetts Catholic Order of Foresters.

According to the Pilot, last year for delinquency alone, 4,740 boys and girls, between the ages of 10 and 16, were arrested in Massachusetts. Over 600 Catholic children were turned over to the state and the city of Boston alone, as public charges during the year 1911. What is true of Massachusetts is even more true of other parts of the United States. Thousands of boys and girls are being committed to prisons, reformatories and asylums in this country today principally because no one is interested enough in them to prevent their commitment, or to check the local evils that have made their commitment necessary. Committee to Find Delinquents.

The method by which the conduct of delinquent children in the parish shall come to the attention of the local committee need not differ from the manner of finding the poor. A member of the committee may discover the case himself or it may be brought to the committee's attention just as a case of poverty is reported to a charity society. The committee, at its weekly or monthly meeting, will take up the case and the individual offender will be warned privately or will be invited to appear before it. This warning, if properly given, will take the form of good, solid, wholesome advice, and at times it may include a willingness to secure employment for the offending one and a demand that certain companionship cease.

If this committee is properly and honorably established in a parish and has the sanction of the great body of its good people, then its voice will have power, and its requests will be listened to, and, we confidently believe, in many cases, will be followed.

THE TEACHER AND VOCATIONS. By Rt. Rev. Joseph Schrems, Bishop of Toledo, Ohio.

Before I enter upon this point I wish to make a general remark which applies also to the other factor in fostering vocations—the priest. Vocations do not always present themselves spontaneously as it were, to our fostering care. At times they must be stirred by suggestions on our part. "It is plain," writes a spiritual author, "that



Rt. Rev. Bishop Schrems.

a vocation does not always come to a man, as it were, ready made. It is not like a parcel tied up and addressed, and laid on our table. Rather, it is like a tender and delicate seedling which, if we tend it carefully, will grow to maturity, but if we neglect it, will wither away and die."

Our teachers should not be satisfied with the mere silent force of their example. They should strive in a prudent manner to foster the tender germ of a divine vocation when they discover it in the children committed to their care. "The office of teaching," says Bishop Byrne of Nashville, "has an advantage in some respects over the priesthood. The teachers are constantly with their pupils shaping their souls, coloring them, informing them, making them instinct with life and motives, and giving them

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Elements of Efficiency in The School.

By Rev. A. E. LaFontaine, Sup't. of Schools,
Ft. Wayne, Ind.

The following thoughts gathered from many sources, are offered for the consideration of our teachers. In them is found the explanation of the success or failure of many schools and pupils:

Since education is a preparation for life, it cannot be said that we have completed the work of elementary education when we have imparted to the children a knowledge of the subjects contained in the curriculum unless we have imparted to the child skill in the use of the truths, principles and general notions which we have taught him.

If children are to know how to apply knowledge and important principles in later life, when shall they acquire the extremely difficult art of application?

The value of general truths lies in the freedom and versatility with which we can turn them into use. The old adage teaches that knowledge is power. But undigested, unorganized knowledge is not power. Knowledge that has never been tested in use, never worked over into habit, is not power.

The old question of the relation between theory and practice is here at issue. The prevailing question in the school is, what do you know? But life insistently demands, what can you do? And since school prepares for life, it should meet this demand.

This is so often neglected, however, that many people believe that an educated man must necessarily be non-practical, and the lives of many educated people are strewn with wrecks.

To be serviceable to society and the individual therefore, the schools should do all in their power to induce habits which bring thought and action, knowing and doing, into vital union. But does this law of close and inseparable companionship between knowledge and its use prevail in the elementary school studies? The common schools are not designed to fit children directly for particular callings. It will be acknowledged, nevertheless, that the general culture acquired in the grammar schools is just as essential to complete living as is the particular knowledge gained in law, or medicine, or engineering.

Should the common schools establish as close a relationship between knowledge and practice as do the technical or professional schools? Why not? Mere knowledge is not what we are after in the common schools, but rather character as expressed in conduct. Character is the union of theory with practice, it is the incorporation of knowledge into habit.

But many schools are inclined to lose sight of this measure of their efficiency, to shift the responsibility for character and to set up an artificial standard of excellence. Often the only school standard is an intellectual grasp of knowledge, tested by an examination. Unfortunately this test falls far short of the final power to use.

This habit of separating knowledge from use is in itself pernicious and when found in youth, is a positive obstruction to success in mature life. Is it any more necessary that a theological student should learn to make and deliver sermons at the seminary than that a boy in school should learn to be self-reliant and honest in his work?

Before a boy decides to be a merchant or a doctor, he must decide whether he will be an honest man or a rogue, narrow and bigoted, or charitable and liberal. The only kind of knowledge that will stand the test of later years is that which has linked itself with conduct. Knowledge is valuable just to the extent to which it can be transmitted into some kind of useful service.

The way we teach arithmetic illustrates this point. Every problem is a new and somewhat modified application of a principle, and more difficult problems develop more complex and intricate embodiments of this principle. The thought and concentration which a boy gives to the solution of these difficulties, fit him to meet the usual conditions and necessities of life when every day, brings

a new situation requiring thoughtfulness in applying knowledge to new conditions. But what is the procedure in some schools regarding the teaching of the other subjects? If in language lessons we emphasize certain correct forms and usages why should the children repeat the old errors when reciting in geography and history.

If in the reading lesson we insist on a certain excellence and weed out the faults, why should the children do as they like when the reading is incident to grammar or to any other study?

If in the penmanship lesson we insist on excellence of form and legibility why tolerate a hideous scrawl in the composition exercises, in arithmetic, or in all necessary written work? If we teach cleanliness and politeness during a formal five or ten minutes why tolerate dirty fingers and papers and sometimes uncourteous manners during the rest of the day? What is our teaching then, other than a succession of contradictions? What greater inconsistency can we devise than to teach earnestly the value of a correct principle in one recitation, and then permit children to ignore it in the practice of the next? No study can stand upon its own feet. Efficiency requires that all studies stand close together in mutual support.

This unity and interdependence of different studies and experience is still more important in the important realm of religious education. The religious truths and ideas which are contained in the catechism, or are scattered through our readers, history and literature, must reappear in all the conduct incidental to the government, discipline and social order of the school. Efficient religious teaching must always find an expression in conduct, and in the application of moral principles to behavior.

To teach children how to apply their knowledge in this way requires much painstaking care and patience in the teacher, but it is well worth all the trouble it entails.

The truest satisfaction of all study comes from the conscious power to make ready use of it and children who have learned to apply one lesson thoroughly are ready and eager to grapple with new problems.

One of the most essential duties of the school is to teach the children that they are now at work, that they must learn to do this work well, and tenaciously stick to their tasks until they have mastered them. They must be shown that the difference between the man who directs and the one who is directed by others, lies in the power of self-employment. The man who never learns to work except under the supervision of another will never be a leader, but will forever remain a menial and a drudge.

Training to employ one's self enables the child to satisfy his needs through his own resources and furnishes an outlet for the expression of his energies. It should be persistent and systematic until the habit is established. And if such a habit is established, it will be of more value than the knowledge of many books, for these will be within his future mastery.

Finally to be thoroughly efficient, a school must not only impart knowledge, teach the child how to use it, and develop his self-activity, it must try to awaken thirst for further intellectual acquirement, stimulate ambition for its possession and cultivate the power of pursuing it independently. The teacher in the elementary school must show his pupils that they are only at the threshold of the empire of knowledge. He has put into their hands a number of bright keys which they must use intelligently to unlock the doors that contain the treasures. He should direct their steps to higher institutions of learning if he can, and if he cannot, he must show them that with the abundance of educational facilities at hand, the libraries, lecture courses, magazines, intercourse with cultured persons, there is every opportunity for the development of one who has learned how to direct his intellectual energies.

TEACHERS AND VOCATIONS.

(Continued from page 8.)

high ideals and worthy aspirations. In all this their work is akin to that of the Confessor." "Teaching is a grand vocation," said Bishop Maes of Covington, addressing the teachers at the Catholic Educational Convention, "and you religious teachers should do all in your power to cultivate vocations among your pupils. You have the young people under your care at the most impressionable period of their lives, when they are nearest to God and are most susceptible to the inspirations of grace and to the call of a higher life. If any young people under your charge show any signs of a religious vocation, you should do all in your power to cherish and protect it. Foster these chosen souls and surround them with special care. Get them to follow a little rule of life, to say certain prayers in the morning and evening, to make a spiritual reading every day; teach them to make mental prayer, and with all these helps—made very short and very attractive—along with the grace of God, the children will be sure to follow their vocation."

Nor should teachers confine their solicitude for their pupils to the class-room alone. Their watchful eye should follow the pupils into their recreation and beyond. In fact, it is then that the real character of the child can most readily be discerned. A kind word of advice or direction, given as a result of such observation, often exercises a decisive influence on the whole life.

Let me not forget here to suggest to our good Sisters, in whose hands, for the greater part, lies the elementary and often the higher education of our boys as well as of our girls, that their solicitude and watchful care in fostering vocations should extend to the boys as well as to the girls. But too often, I fear, we lose sight of the fact that boys who do not feel any vocation to the Holy Priesthood, might readily and gladly consecrate their lives to God in some teaching community of Brothers were their attention but called thereto. The various Brotherhoods are glad to offer exceptional facilities to good boys who give a fair promise of a genuine vocation, and they always stand ready to furnish ample information about their institute to such as desire it. Literature of this kind might be used to good advantage as supplementary reading.—(From Cath. Edu. Review, and booklet of Brothers of Holy Cross.)

WAS SHAKESPEARE A CATHOLIC?
A Question to Which Satisfactory Answer Has Not Yet
Been Made.

Whether or not Shakespeare, the prince of poets and dramatists, was a Catholic, can perhaps never be definitely ascertained, but the inference is strong that he was.

Meagre indeed is our knowledge of Shakespeare's life; and from his thirteenth year (at which time he left the grammar school at Stratford to assist his father in his

trade) until his manhood when he appears connected with the theatres at London, his career is shrouded in complete obscurity.

That his father and mother were of the Catholic faith is fairly well established. After the accession of Elizabeth in 1558, stringent laws were passed, imposing heavy penalties for failure to attend service of the Established Church, and for saying or hearing Mass. And there is record of repeated fines imposed on Shakespeare's father for his refusal to attend the services of the Established Church once a month, as by law required.

Father Sebastian Bowden in his work, "The Religion of Shakespeare," shows that Shakespeare's mother was a member of one of the oldest and most famous Catholic families in England, the Ardens of Warwickshire, some of whom had died martyrs to their faith. If Shakespeare's father and mother were of the old religion, and it seems they were, the inference is natural that he himself was of that faith.

Rev. Richard Davies, writing in the latter part of the seventeenth century, voicing, no doubt, a tradition, then current, asserts that Shakespeare "died a Papist," and to the same effect is the opinion of Mr. Halliwell Phillips, a Shakespearean critic.

Evelyn O'Connor has a very interesting article in the current issue of "Poet Lore" in which she not only argues that Shakespeare was a Catholic but hazards the guess that he was educated by a Catholic priest. The author states that instead of assuming, as some critics do, that Shakespeare could not have had the intimate knowledge of Greek and Latin, French and Italian, that his works indicate he had (because forsooth he did not attend any university) it is worth while to conjecture how he might have attained these advantages outside of the university while working at the wool-combers trade at Stratford. Now, in Shakespeare's boyhood days, the Catholic priests, forbidden by law to practice their religion, were scattered around the country, secretly administering to their people.

In many of the great houses of England the priests were sheltered and hidden, and in these hiding places covertly said Mass, and administered the sacraments. Of these priests, all of whom in that day were well educated, one (it is well known), was in hiding near Stratford. It is not improbable to suppose that in so small a village he was acquainted with the Shakespeares; that a friendship sprung up between him and the young poet, and that the priest, perceiving the extraordinary ability of the young bard, took an interest in his education and brought to him the knowledge and the learning that it is evident he somehow acquired.

Shakespeare did not attend a university. Equipped with but the education of the grammar school at Stratford, he started into life as a wool-comber. At twenty-two years of age he appeared in London. The question that has perplexed the critics, where did Shakespeare get his knowledge and learning that his works display, must perhaps ever remain unanswered.

Shakespeare on Christ.

James Mahoney, a writer in the Boston Pilot, has an interesting series on "The English Poets' Debt to the Catholic Church," and in a late number gives the following "thoughts of Christ" from Shakespeare:

"Fought for Jesus Christ in glorious Christian fields."—(Richard II, IV, 1.)

"And his pure soul unto his Captain, Christ."—(Ibid.)

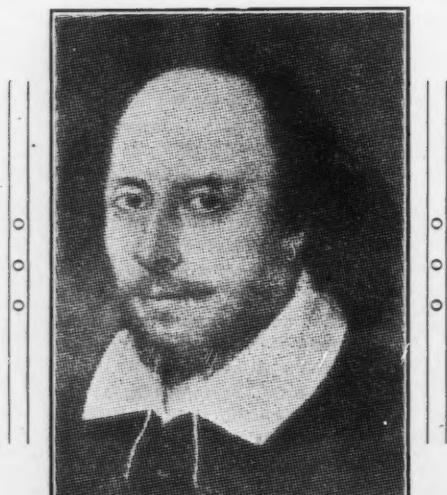
"As far as to the sepulcher of Christ."—(Henry IV-I, 1.)

"Through all the kingdoms that acknowledged Christ."—(Ibid., III, 2.)

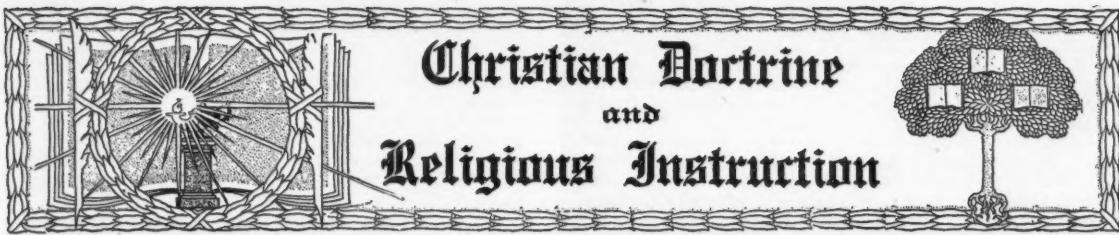
"Christ's mother helps me, else I were too weak."—(Henry VI, I, 2.)

"As you hope to have redemption by Christ's dear blood."—(Richard III, I, 4.)

I. H. S. written thus, as the initials of three words, is one of the most singular and persistent errors in England, and the National Gallery catalogue is not immune from it. What really is intended is IHS, the monogram of the Holy Name, which in its Gothic form, at all events, came from the mediaeval spelling "Ihesus." IHS means no more than Jesus. Jesus Hominum Salvator, In Hoc Signo, etc., are late, forced and fanciful readings due entirely to those mischievous fullstops. True Britons have even rendered the letters Jesus Holy Saviour!—(The Month.)



Shakespeare.



Christian Doctrine and Religious Instruction

CHURCH CALENDAR. APRIL, 1913.

1 T. Hugh, B. Theodora, M. Valery.
 2 W. Francis of Paula, Nicetus. Abundus.
 3 T. Richard, B. Benignus. Pancratius.
 4 F. Isidore. Theodul. Plato. Zosimus.
 5 S. Vincent Fer. Irene. Julianne. Zeno.
 6 S. 2. Sunday after Easter.
 G. I am the Good Shepherd, John 10. Coelestine. Celsus, B. William, Ab.
 7 M. Herman Joseph. Finian. Calliopus.
 8 T. Albert. Walter. Perpetius. Redempt.
 9 W. Mary of Egypt. Waltrude. Casilda.
 10 T. Ezechiel, Pr. Apollonius. Terence.
 11 F. Leo I, P. D. Isaac. Barsanuphius.
 12 S. Julius. Victor. Constantine. Vissia.
 13 S. 3. Sunday after Easter.
 G. In a Little While, John 16. Patronage of St. Jos. Hermeneg.
 14 M. Justin. Lidwina. Tiburtius. Valerian.
 15 T. Crescentia, V. Ruadhan. Basilissa.
 16 W. Benedict Joseph Labre. Lambert.
 17 T. Robert. Anicetus. Elias. Fortunatus.
 18 F. Amideus, C. Eleuther. Perfectus.
 19 S. Timon, M. Elphege. Hermogene.
 20 S. 4. Sunday after Easter.
 G. Christ Goeth to the Father, John 16. Theotimus. Gemina. Oda. Sulpit.
 21 M. Anselm, B. D. Arator. Simeon. Isaac.
 22 T. Soter and Caius, P. M. Leonides.
 23 W. George, M. Adalbert, B. M. Gerard.
 24 T. Fidelis, M. Egbert. Mellitus, B.
 25 F. Mark, Ev. The Great Litanies.
 26 S. Mary of Good Counsel. Cletus, M.
 27 S. 5. Sunday after Easter.
 G. Ask in My Name, John 16. Thuribius. Peter Canis. Theophil, B.
 28 M. Paul of the Cross. Vitalis. (Rogation Day.)
 29 T. Pet. of Ver. Paulinus. Antonia.
 30 W. Cath. of Siena. Sophia, V. M. " "

CATECHISM IN SCHOOLS.

By Rt. Rev. Regis Canevin, Bishop of Pittsburgh, Pa.

Religious education in parochial schools, and in all higher schools, ought to be the first aim of the teacher, and the most systematic, the most thorough, the most extensive course of study. The time honored and authorized text books in Christian Doctrine should be continued through all the grades in Catholic schools; the Baltimore Catechism is prescribed for the Catholics of the United States, and there is a distinct advantage in avoiding the inevitable confusion of mind incident to introducing the child to a doctrine stated now in one form of words and again in another. The multiplying of text books of Christian Doctrine is productive of confusion and pastors and teachers are urged to hold to the texts prescribed.

Time and care should be devoted to religious instruction and practices, so that education may perfect the spiritual as well as the intellectual faculties of the pupil. It is important that teachers be well trained in secular sciences and the best methods of imparting the knowledge of reading, writing, spelling, arithmetic, and so forth; but it is vastly more important that Catholic teachers should be true Christians, and able by instruction and example, to make the study of Christian doctrine easy and attractive to the young, and such teachers we have in the faithful devoted and self sacrificing men and women who devote their lives to Christian education. A Catholic is not educated until he knows his religion, and the knowledge of his religion becomes the ruling principle of his life. Christian doctrine is not only information, or exercise for the intellect, but it is, above all, a power to form



Rt. Rev. Bishop Canevin.

Christian character and increase reverence and piety in the souls of men. "The letter killeth, but the spirit quickeneth." 2 Cor. iii, 6. Religious instruction is the teaching of the Word of God, and should be imparted not only to enlighten the mind and store the memory with truths, and turn young minds from evil, fill them with respect for virtues, and inspire them with solid devotion and love for God and the religion of Jesus Christ.

One reason why the studies of religion pursued in our schools sometimes fail to develop spiritual men and women, who look at the world and judge the opinions of men from the standpoint of religion and in the light of Catholic truths, is the eagerness of our schools and teachers to adopt the methods, the texts and tests, the novelties of unreligious schools. The unwise and indiscriminate imitation of secular educators and their aims and methods may place religious instruction in the background, and advance the purely secular part of education to the front rank. This means that the forming of character and the training of conscience according to the Divine law, are slighted and made secondary to the culture of intellect in education; and that earthly success and gain are to precede conscience and the things of the soul in the daily conduct of men and women who have been trained in human learning without the knowledge of God, and in human cunning, without obedience to the ten commandments or the dictates of conscience.

"Seek ye therefore first the Kingdom of God and His Justice: and all these things shall be added unto you." Matt. vi, 23.

SOME ASPECTS OF PRAYER.

(A Talk to Upper Grade Pupils by a Priest.)

Prayer of some sort or other is as universal as the belief in a deity. Let man—even a pretending unbeliever—get into a sudden danger of life, and the natural instinct of his soul will assert itself; he will pray. Yet prayer, like many other things of religion, presents some difficulties to our reason; and it is our present purpose to examine some of the most popular objections raised against it.

"What is the use of telling God what we need? Has He not a clearer insight into our needs than we have ourselves?" To be sure, God knows us through and through, but He has such a great respect—if we may use this word—for the liberty of His rational creatures that He will not intrude on it even with His Blessings. Hence our will must be placed in a receptive mood before God will volunteer His favors. For divine favors are not always in accordance with the actual bent of the human will. Prayer establishes the receptive mood, and is thus, from this point of view, a safeguard of human liberty.

Again, "Prayer supposes that man can change the decrees of God. But if God is unchangeable there seems to be no place for prayer." This objection overlooks the omniscience, freedom, and omnipotence of God. From eternity, indeed, God arranged the unfailing order of His providence; but in this arrangement He gave due weight and consideration to the prayers of His free creatures. Accordingly the order once conceived in the infinite mind of God will be carried out; but human prayers, foreknown in eternity, had a determining influence on its fashioning.

Many a time, however, the effect of prayer is not to put God's will in conformity with ours, but to put our will in conformity with God's. Prayer ought to be a *conversation* with God; and in conversation it is not only one that speaks. Especially would it be preposterous if in a conversation between a wise and a foolish man, the latter monopolized all the talking. Much greater is the impertinence if a creature in conversation with the Creator is so loquacious as to forget to *listen*. God's thoughts are gracious with regard to all His creatures, and happy the man who enters into God's benevolent designs concerning him! But how will he know them, if he does not let God speak to his soul? A writer in *The North American Review* recently gave excellent advice when she recommended the listening, the *acquiescent prayer*. And in the Catholic Church meditation—which is a listening and acquiescent prayer—has always been in great repute. The best prayer, then, does not contemplate changing the will of God, but rather the will of man.

In the Catholic Church we mostly—in public, exclusively—use given formularies in our vocal prayers. And they are borrowed from the inspired text of Scripture, or from holy servants of God. The Breviary and the missal are the two most famous prayer-books in existence. Among non-Catholics extemporized public prayers are extensively in vogue. Cardinal Newman, even before his conversion, never countenanced this practice. For he thought that such chance utterances were lacking in reverence towards God. And besides, there is a danger of insincerity and hypocrisy in these personal effusions. If they are not expressive of the actual sentiments of the one who utters them, they are hollow and hypocritical. But when we use the prayers of the Holy Ghost and of saintly persons, they may be beyond our actual feelings and still be true. For they are not of our making; and our using them only means that we have a desire, with the help of God, gradually to enter into the sentiments expressed by them.

And this, by the way, explains our practice of frequently repeating them—a custom which we are often blamed for, of course, if the repetitions were mechanical, no reasonable person could claim for them the exalted name of prayer. But if the repetitions come from the heart, and are accompanied by attentive thought, they have a tendency to warm the soul into sympathy with the sentiments of which they are expressive, just as in the material order repeated friction produces heat and fire.

S.

A NEW CATECHISM.

At the Plenary Council of Quebec, a committee of three Bishops was appointed to compile a Catechism for the Dominion. The original idea was to draw it up first in one language and then translate it into other languages. It has been found practically impossible to realize this idea. It is impossible for three Bishops to come together for a sufficient length of time to produce a Catechism as their joint work.

For this and other reasons Bishop McDonald of Victoria, B. C., one of the committee, set to work to write a Catechism himself. His intention was to write a series of three graded Catechisms, and the one he actually compiled was to be the second of the series. Realizing that a satisfactory Catechism must be the product of many

minds, so that pedagogy and experience, as well as theology, may receive due consideration, he requested Archbishop McNeil to have the work of compilation continued in Toronto. The Archbishop has appointed a committee to gather and co-ordinate suggestions and ideas. For this purpose consecutive parts of the Catechism, in its present state are appearing from week to week in the Catholic press, so that readers may send criticisms and remarks thereon to Rev. Hugh J. Canning, 5 Earle street, who is chairman of the Toronto committee.

A feature of the Catechism is the order in which the subjects are presented. The position of the Mass in our Catechism does not correspond with the position which public worship occupies in Catholic life. "It is the Mass that matters." Worship is the distinctive feature of a religion. To treat the Mass as part of one of the Sacraments is to give a strong impression of its importance. It is co-ordinate with the sacramental system, not subordinate. To bring this out clearly and impress it on the mind of the pupil, the Catechism tells, in successive chapters, what our Lord is as Teacher, Priest and King. As Priest He offered up the Sacrifice of Redemption, and continues the same offering daily on our altars.

Another feature consists of a reading lesson after each chapter of question and answer, developing or explaining more fully, or suggesting application in practice of, the preceding chapter.

The comments and criticisms of the theologian will be welcomed by the Toronto committee; but it is not his suggestions that are most needed. It is not very difficult to attain theological accuracy in an elementary book. What is really difficult is to attain a high degree of pedagogical perfection. There is no assumption of superior knowledge in writing to the committee. One does not need to be reckoned among the learned in order to make useful suggestions. Anyone who has been a teacher of Catechism, and has tried to impart real religious knowledge, has an experience which must have suggested ways and means. It is especially such experience that the committee expects to be of assistance in their work.

CHARACTER BUILDING.

Beautiful thoughts make beautiful lives.
For every word and deed
Lies in the thought that prompted it,
As the flowers lie in the seed.

Back of each action lay the thought
We nourished until it grew
Into a word or into a deed,
That marked our life-work through.

Gracious words and kindly ways,
Deeds that are high and true;
Sland'rous words, and hasty words,
And deeds we bitterly rue.

The Garden of Life it beareth well,
It will repay our care,
But the blossom must always and ever be
Like the seed we're planting there.

"Keep thine heart," the Life Guide saith,
"With daily, diligent care,
For out of it are the issues of life,"
Be they foul or be they fair.

On things that are pure and of good report
Our hearts must daily dwell,
If we would see Life's garden full
Of blossoms that please us well.

For beautiful thoughts make beautiful lives,
And every word and deed
Lies in the thought that prompted it,
As the flower lies in the seed.

—A. E. Godfrey.

☞ If you receive a bill for The Journal this month, it signifies that you are in arrears on your subscription and are one of the few who have not yet paid for the current school year. Lest you forget again, make it a point to attend to this little matter as soon as possible.

April Drawing and Handicraft

Grace M. Poorbaugh, Goshen, Ind.

With April there comes a perfect wealth of nature material which can be used for drawing and handicraft.

The spring work is, without a doubt, the prettiest work of the year, for if it is in harmony with the season, it is fresh with color. The spring landscape should show this freshness of color in the grass and trees. The painting or the drawing with crayograph of the blossoming trees will make the landscape work more beautiful.

While May is the month of flowers, there are a few which we can get for lessons this month. One of the sketches shows a very simple arrangement of a narcissus.



Drawing of Narcissus.

sus. A panel of light green-tinted paper is used for this sketch. The yellow center, which is made with crayograph, has an edge of orange. The petals are drawn with white chalk. The stem and leaves are made with long downward strokes of green crayograph. The sketch is mounted on a darker green.

However simple the arrangement of flowers may be, teach the children to "tell the truth," that is, to show the exact arrangement.

In the early spring, radishes are as beautiful to paint as flowers. Place the radish so that it can be seen in a horizontal position by the children.

Previous to the painting of spring flowers, the children should have a great deal of practice in blending colors. The making of stained glass windows will be good for this.

Several lessons each week should be given to the study of reproductions of good pictures suggesting the springtime or its occupations, as "The Sower," by Millet; "Feeding Hens," by Millet; "First Steps," by Millet; "In the Country," by Lerolle; "Dance of the Nymphs," by Corot. Many others equally as good may be used.

The two cut pictures are suggestive of spring. Black,

white, light and dark gray-tinted papers are used for these.

Make ink silhouettes of a boy with a wheelbarrow or



Children at Play.

a rake, a little girl with a sprinkling can or anything else suggestive of gardening.

Make sketches of children at play, also.

Little children may make simple drawings or cuttings of spring playthings, such as tops, hoops, marbles, kites, etc.

Draw or cut farm implements used in the spring, as a plow, spade, hoe, rake, wagon or wheelbarrow.

Illustrate reading, language, nature lessons, spring songs or poems.

A series of three pictures might be used to illustrate this stanza:

"The rain is raining all around,
It rains on field and tree;
It rains on the umbrellas here,
And on the ships at sea."

April showers suggest sketches similar to the one



April Showers.



A Border of Cuttings.

given. This was drawn with a crayograph on blue-tinted paper.

During some of the rainy, muddy days, cut a pair of rubbers or an umbrella of black and mount on gray.

The sketch of the hen which is given is drawn with crayograph on tinted paper.

Little chicks may be drawn in the same way.

April is the most appropriate month of the whole year for the study of birds.

Little children may be given hectographed copies of birds to "fill in" with color. Older children can draw or paint birds.

Different kinds of birds' nests should also be drawn.



Suggestion of Spring.

First grade children can draw a nest and cut eggs out of colored paper to paste in it.

Bird booklets may be made containing descriptions of the different birds studied, and any illustrations which have been made.

Variety and interest may be added to the spelling work by making bird-shaped booklets in which to write the lessons.

Nests, eggs and bird-houses may be modeled of clay. Bird-boxes may be folded, cut and pasted.

May-day is a day long looked forward to by the little people. It offers another opportunity to teach unselfishness.



ness, and no one could be so hard-hearted as to decry the hanging of May-baskets.

Two or three lessons the latter part of April should be given to the making of May-baskets. They may be very simple, but nevertheless they will be appreciated. Any number of pretty baskets may be made by utilizing very simple material.

The kindergarten weaves and folds are especially pretty for baskets. A cornucopia basket may be made
(Continued on page 16)



Pattern for Duck and Umbrella used in Border.

Lessons in Penmanship

George A. Race, Bay City, Mich.

Position and moving the paper play an important part in learning to write. An incorrect position of the paper when starting to write, or not moving it while writing, throws the arm and body out of position for writing and brings on bad habits.

Instead of placing the paper on the desk in what would seem a correct position, I have found it is better to get the right arm in place and make the paper fit this position, rather than make the arm fit the position of the paper, as is usually the case. The slant of the paper on the desk remains the same.

The arm can be readily placed in place in the following manner: Sit facing the desk or table so that the elbow rests on the corner. The upper arm then should form an angle of about 45 degrees with the body. Let the arm fall, forming a right angle with the upper arm, which brings the fingers pointing toward the opposite corner of the desk. Now bring the left edge of the paper down and over until it is parallel with the arm. This makes a correct position for starting for all pupils.

The paper must now be moved from three to four times or more in crossing the page, or otherwise the relation of the arm and paper will be changed. Keep in mind that the arm should move but very little and that the paper moves back and forth and to and from the body by the aid of the left hand. Exercises in moving the paper with the left hand should be given to train it to do its part quickly and with little thought.

Lessons for the month as follows:

Drill 179.—Start with same swing as for capital "S." Make loop one-half height of the letter. Swing to the right as high as crossing stop and make oval finishing as in "S." Count six.

Drill 180.—Make direct oval retraced six times. Swing from bottom of exercise to capital "G." Count eight.

Drills 181, 182.—Capital "G" starts with the right curve. Do not make it straight or too slanting. Loop half of letter. Keep first up and last down strokes parallel. The second and finishing strokes are nearly parallel. Finish as for capital "I" and "S." Count 1-2-3-4. Rate of 45 per minute. No. 182.—Word practice for capital "G." Six on a line.

Drill 183.—The small "g" is formed from the "a" and "j," and these letters should be practiced before taking up this letter. Be sure that the loop crosses on the line. Count 1-2-3 for single letter.

Drill 184.—The "g" and "a" in groups. Make the top

part the same size. Count ten for each group with four on a line.

Drill 185, 186.—The "g" in groups. Count eight with six groups on a line. No. 186.—Word practice for small "g." Six to the line.

Drill 187.—This drill starts at about one-half space with a right curve forming a loop same size as for "G." Retrace double compound curve and finish as for capital "L." Count eight or ten.

Drill 188.—Capital "O" exercise, and without stopping make capital "L." Count eight.

Drill 189, 190.—The capital "L" starts with a right curve near the line. Loop same as for "G." Come down with a compound curve and make a small loop on the line. Finish with a compound curve along the line. Raise pen while the arm is in motion. Count 1-2-3, rate of 60 per minute. Avoid straight lines in this letter. No. 190.—Word practice for capital "L." Five on a line.

Drill 191.—First stroke same as in small "n" come to the line and make a small loop or angle. Finish same as in capital "Z." Count 1-2-3.

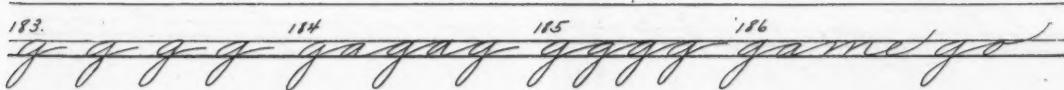
Drill 192.—Small "z" and "n" in groups. Compare first stroke and height of letters. Count ten, with four groups on a line.

Drills 193-194.—Small "z" in groups. Count eight for each group, with six on a line. No. 194.—Word practice for small "z." Six on a line.

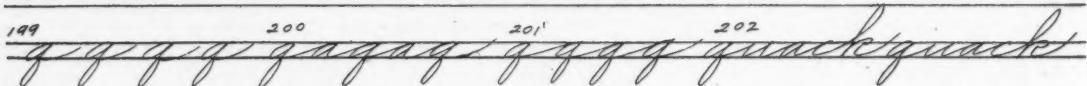
Drill 195.—This drill starts with the stem stroke for the capitals "T" and "F." Retrace horizontal oval four times and finish as for "G." Count six. Follow this drill with practice on the stem stroke alone. Count 1-2.

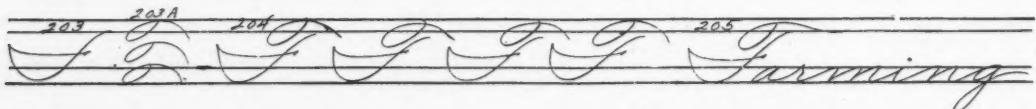
Drill 196.—This drill is made up of the small loop used in the second part of the "T" and "F" and a small oval finished by raising the pen when making the downward motion to the right. Count six and put two drills between the lines. Follow this drill by work on the second part of No. 203. Count 1-2.

Drill 197, 198.—The capital "T" starts with a slanting compound curve resting on the full turn at the bottom and coming to a stop at the right forming an angle with a swing to the right. The top part is made up of a small oval the size of the small "o," but by an indirect movement. The loop is made near the side of the stem stroke and swings over it without touching. Raise pen while arm is in motion. Stem part is made first. Count 1-2-3-4, rate of about 45 per minute. No. 198.—Word practice for capital "T," with six on a line.



195 196 197 198


199 200 201 202


203 204 205


206 207 208 209


Drill 199.—The small "q" is formed by making the "a" and coming below the line as in "g" and up on the right side, closing on the line with a swing to the right. Count 1-2-3.

Drill 200.—A combination of "q" and "a." Count ten for each group with four on a line.

Drills 201, 202.—Small "q" in groups. Count eight, with six groups on a line. No. 202.—Word practice for small "q," with six on a line.

Drill 203.—Observe same general instructions as for the capital "T," only swing last stroke thru stem and come to a stop with a slight pressure of the pen to complete the letter.

Drill 204, 205.—Count 1-2-3-4, rate of 50 per minute. No. 205.—Word practice for capital "F," five on a line. Observe that the capital "T" is connected with the small letters when writing and the "F" is not.

Drill 206.—The small "f" is formed from the "l" and last part of "q." See that the crossing in the "l" and the finish of the "q" do not touch. There should be a space equal to the small "i" between them. Count 1-2-3.

Drill 207.—A combination of the two letters used in forming the "f" and the letter "f." Count six, with ten groups on a line.

Drill 208, 209.—Count four for each group, with ten on a line. No. 209.—Word practice for small "f." Seven on a line.

Sentence Practice.—Write at the rate of 20 words per minute.

Vary your work to keep interest.

Use your spare time to practice.

Yours, Yours truly, Yours sincerely,

I am now gaining in my writing.

APRIL DRAWING AND HANDICRAFT

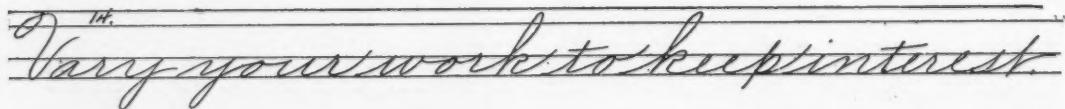
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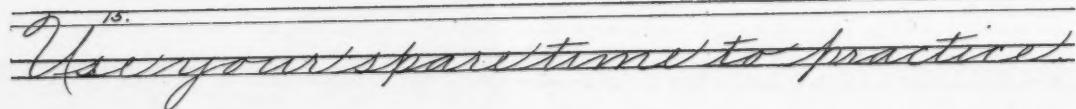
by folding a paper mat. An envelope basket is very pretty as well as simple. An eight-inch square should be used for this. Fold the three points of the square together and use the fourth as a handle. The three points may be fastened together with a flower sticker or circle cut of paper.

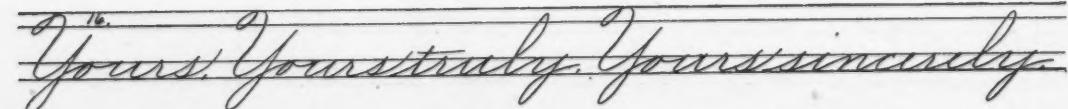
Little pasteboard boxes may be covered with pretty paper with a handle made and covered, also.

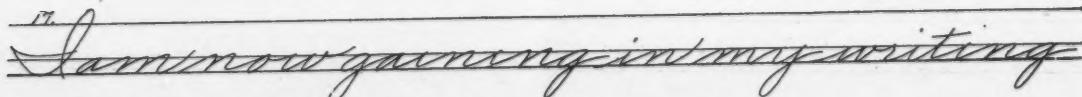
Any number of pretty baskets may be constructed of cardboard. Raphia and reed baskets are exceedingly pretty. These can be made by the older children.

In the making of all the May-baskets, the color scheme should be worked out well. The basket should be made to harmonize with the flowers which are to be put into it. If it is impossible to get flowers to fill May-baskets, May-day booklets or cards may be made instead.

14.


15.


16.


17.


The Catholic School Journal
Prince Dandelion.

17

MARION MITCHELL.
Lively. >

CHURCHILL—GRINDELL.
Authors and Publishers of Children's Songs.

1. Spring is here, let's give a cheer, The Prince has come to town; A tall and state-ly
2. Prince Dan - dy is the chil-dren's friend, He loves the boys and girls; We vis - it him at

prince he is, With gold - en yel - low crown. He lives up - on the hill - side, and The
Gold - en Hill, And makes such pret - ty curls. And when his gold - en head is white He's

mead' - ows down be - low; He's here, and there, he's ev - 'ry-where That chil-dren like to go.
wise as wise can be; He knows when moth-er wants us, then Just ask and you will see.

CHORUS.

Mis - ter Dan - dy Dan - de - li - on, Grow - ing in the grass, Here and there, and
ev - 'ry - where, As the chil - dren pass. Sum - mier, Spring and Au - tumn days You're
with us still;..... Mis - ter Dan - dy Dan - de - li - on, Prince of Gold - en Hill.

The sheet music consists of ten staves of musical notation. The first two staves are for the voice, with the first being 'Lively' and the second being a 'Chorus'. The remaining eight staves are for the piano, providing harmonic support. The lyrics are integrated into the musical lines, with some words appearing above the staff and others below. The music is in common time, with various key signatures (G major, C major, F major, B major) indicated by the sharps and flats in the key signature boxes.

Studies of Noted Paintings

Elsie May Smith

END OF LABOR—JULES BRETON

Jules Breton occupies a leading place in the French art of the nineteenth century. There is a peculiar charm about his work which embraces the "grave, serious and vigorous poetry of the country which he expresses with love, respect and sincerity." It is the work of a man who feels,—a man who has won his way to the hearts of people because he speaks a message that goes straight to their hearts. He is both a painter of landscape and of human nature, harmonizing the two in all his works with such justice and care, and such equal ability, that he deserves the credit of being a master in the two branches of his art. "In each he shows a deep, earnest, reverential sympathy in the presence of nature, his eye for color is almost faultless, and his technical capacity is beyond question." Breton has deservedly been called a true poet and painter for there is a delicate humor about his work that adds much to its charm and individuality. The numerous subjects treated in his pictures may be divided generally into four classes: subjects dealing with labor, with rest, with rural festivals

girl with her back turned toward us is beckoning. Notice the latter's attitude, the erect figure, the upturned, out-stretched arm holding the sickle, the other down at her side holding the jug. We see that one of the women in the distance is calling to her and she assumes this attitude as she turns to answer. In the far distance beyond the waving grain we see the outlines of a house toward which, no doubt, they will soon all wend their way, indeed, two have already turned their steps in that direction. The homely beauty of the whole scene makes a strong appeal to us. We admire the vigor and charm of these young women, we rejoice with them in the anticipation of their well-merited rest, and we long to know more of their interesting life.

Questions for Study

- What is this picture called?
- What time of day is it? How do you know?
- What is the season of the year? How can you tell?
- What have these women been doing?
- Where are they going now? Are they all ready to start?



End of Labor.—Jules Breton.

and with religious festivals. The subject of our sketch belongs to the first class.

"End of Labor" suggests naturally to our minds the close of the day's toil. We think of the beautiful twilight hour in the fields when the sun is slowly sinking in the west, and the laborers after their hours of work are turning homeward to their needed rest. Notice the figures in the picture. Some have already finished filling their sacks and are turning their steps homeward, but the others, and these are the more prominent figures in the foreground,—these that catch our attention first—have not quite completed their task. One robust, fine looking young woman holds the sack while the other fills it with the grain. Notice the second's bended attitude,—her grace, naturalness and beauty. How fine the other one looks as she stands erect, turning her head toward those in the distance to whom the young

Which ones are not What are they doing?
What is going on between the two groups? How can you tell?

What is the young woman with the jug in her hand doing?

What has she in her other hand?

Do you think these are attractive looking young women?

Do they seem strong and healthy? Do they seem to enjoy their work? What makes you think they do?

Do you think they will also enjoy their rest now that the day's work is ended?

Do you like this picture? Why do you like it?

Do you think the artist who painted it was in sympathy with such people as these? Why do you think so?

Does he make us in sympathy with them also?

The Artist

Jules Adolph Breton, one of the finest French painters of village and country life, was born at Courrières, France, May 1, 1827. His artistic gifts were apparent at an early age, and he was sent to Ghent in 1843 to study under the historical painter, Devigne, whose daughter he afterwards married, and in 1846 to Antwerp to study under Baron Wappers. He afterwards went to Paris and studied under Drolling. His first pictures were concerned with historical subjects. He soon discovered, however, that he was not born to be distinguished in this field of painting, and so turned to the memories of his childhood and youth, painting the scenes of nature and the country which had been impressed upon his mind in his early years.

In 1853 he exhibited his "Return of the Harvesters" at the Paris Salon and the "Little Gleaners" at Brussels. From that time on he was essentially a painter of rustic life, especially in the province of Artois, which he quitted only three times for short excursions, going in 1864 to Province, and the following year to Brittany, and again to Brittany in 1873. From the last named place he derived some of his happiest studies of religious scenes. He won medals of the Third Class in 1855, of the Second Class in 1857, of the First Class in

1859, and again in 1861 and 1867. A medal of honor was awarded to him in 1872. He was made an officer of the Legion of Honor, reaching the rank of Commander in 1889; and in 1899 he was made a foreign member of the Royal Academy of London.

Breton has written several books. Among his paintings are "The Recall of the Gleaners," 1859; "Evening," 1861, at the Luxembourg, Paris, "End of the Day," "Blue Monday," 1865; "Spring of Water Near the Sea," "Harvest-Time," 1867; "Women Digging Potatoes," 1868; "The Washerwomen of the Coast of Brittany," 1870; "Woman Spinning," 1870; "Girl Tending Cows," "The Fountain," 1872; "The Cliff," "When the Cat's Away the Mice Will Play," 1874; "A Gleaner," 1877; "Evening," 1880; "The Rainbow," "Morning," 1883, and "The Song of the Lark," 1884. These titles will suggest the character of the themes he chose to paint. They are always simple, but the wording of them does not give an adequate idea of the beauty and charm which was the excuse for their being. The pictures themselves are always greater than their names might imply to the uninitiated. A picture called "Benediction des Bles" is technically a work of great importance in modern art because of its almost perfect interpretation of sunshine.

Books For Children

Sarah Elmina Sprague, Gouverneur, N. Y.

The present writer has been so often consulted in regard to books for children that it seems well to put into print some suggestions to aid teachers or others who find it difficult to make a wise choice for the school library or for home use and are apt to fall victims to the lures of those who counsel—from interested motives—"not wisely but too well."

Desirable Books for Children

Desirable books for the younger pupils, which may be used equally well in school or at home, should possess the following characteristics, viz.:

1. Interesting and varied topics, adapted to the age of those who listen to them.
2. Simplicity and purity of style and vocabulary.
3. Short paragraphs or chapters, in order not to tax the memory too severely.
4. As a rule, rather short sentences, for the same reason; but never so short as to be "choppy," as that irritates the nerves and destroys all sense of rhythmic effect.
5. Purity of thought, feeling and action, shown in concrete form by the characters introduced.
6. High ideals of courage, helpfulness, courtesy (chivalry), truth, beauty, justice, honesty, and the like—not "preached" but again shown in the characters used, whether men, women, children or lower animals.
7. Simple plots, involving but few characters and no seriously perplexing situations or complexities of any sort.

8. People, animals and situations that create a feeling (or atmosphere) of happiness, simple pleasures, oftentimes pure fun—fun without a sting—generous and unselfish living, with only enough of pathos or sorrow to awaken sympathy and a desire to help, without casting a lasting gloom over the listener.

9. Books consisting entirely of poems, entirely of prose, or of verse and prose judiciously mingled, the verse somewhat predominating to satisfy the child's inherent love of rhythm.

10. Good illustrations and type that the child may the sooner try to read without depending upon others. Like the plot, the illustrations, always lending force without troublesome complexities, always lending force

and clearness to some situation especially worthy of permanent remembrance.

Bedtime Stories

may be written in either verse or prose, but should be sweet and soothing in character, gentle in action, and absolutely devoid of all exciting incidents, the purpose being to quiet the nerves of the child and to send him happily off into a calm and restful sleep.

Books to Avoid

1. Those that are based upon or make prominent use of fear, acute sickness, deep sorrows, dreadful accidents, death, wild excitements, tragedy—horrors of any sort whatever. To young children such books are harmful in the extreme and their baneful effects may produce a permanent and most unwelcome bias in the child's character.

2. Such books as contain low ideals of life, coarse slang, vulgarity of conduct or language, untruths, grossness of conduct, unworthy ambitions, deceit, selfishness, falsehoods, innuendoes and backbiting, premature love-making, "goody-goodishness," etc., etc. Also avoid books with complex plots involving unwholesome characters and unnatural or strained situations alien to childish experiences or comprehension.

A Word of Caution

No one must hastily conclude that all nursery rhymes, fables, myths, fairy tales, nature stories and other literature usually classed as "juvenile books" are worthy to be read to or by young children. These, as classes, are the best we have to choose from, it is true. But apply the double test of what is desirable, beyond doubt, and also what should be avoided, equally beyond doubt,—sift out the chaff and keep only the wholesome, nourishing wheat.

In these days, when the writers, having not only great natural gifts but a wisdom gleaned from long observations and long experience, are glad to use their pens for children, one can easily find enough that is wholly desirable, but it takes time and wide reading on the part of teachers or other guardians of children to find the best.

A Topical Study in Industrial Geography

C. M. Sanford, State Normal School, Platteville, Wis.

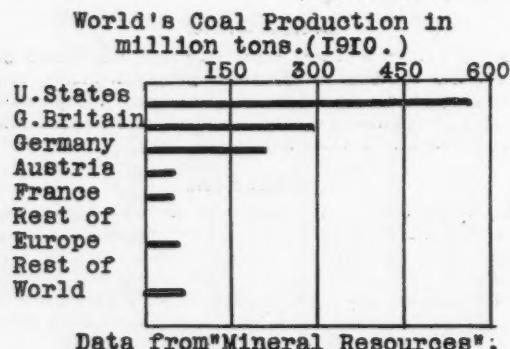
COAL

Coal is well called "the industrial energy of a country, the universal aid, the factor in everything we do." An adequate supply of coal is so essential to present day industrial advancement, that its scarcity or abundance in any country is a fair index of the position that country will take in the world's industrial struggle.

What then is the origin of this mineral, whose importance is so rapidly conceded? That coal has not always existed in the form in which we now see it, is evident. Those who have made a careful study of coal tell us that "it consists of vegetable matter which has been buried and sealed up out of contact with the air in past ages, and has then undergone a series of slow chemical changes, the general result of which is to get rid of a large proportion of hydrogen and oxygen, and to increase the relative proportion of carbon in the remaining substance." In other words, coal has been formed from a thick matting of ferns, reeds, and tree trunks that collected in swamps in past ages. Later this swamp land sank, causing water burdened with mud to flow over it. The mud thus deposited afterward changed into rock, while the layer of plant life beneath changed into coal.

Peat

This is the first stage in the formation of coal. Peat is usually found in marshes or bogs, and is the result of the decomposition of various plants in the presence



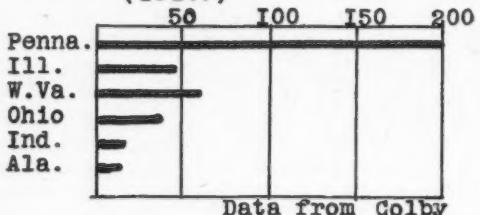
of moisture. If we examine a section of peat turf, we will observe that on the top there is a layer of living moss, beneath which is a layer of dead moss, whose plant structure is still recognizable; while beneath both there is a layer of completely formed peat in which the vegetable structure is rarely distinct. The fact that the vegetable matter did not completely decompose is due to the presence of water and to the antiseptic or preserving property of peat itself. That peat has remarkable antiseptic properties is shown by the fact that bodies of men and animals in an excellent state of preservation have been discovered in bogs tho they must have been buried for centuries. In Ireland the body of a man clothed in coarse hair cloth has been found under eleven feet of peat.

Extensive peat beds are found in Russia, Siberia, Ireland; Canada, northern United States and other high latitudes. One-tenth of all Ireland is underlaid with peat, while the bog of the Shannon river alone includes an area of 300,000 acres. Extensive beds are also found in Scotland, England and France.

In Ireland, and in fact in many places, the poorer classes cut peat into rectangular blocks, and after drying it, use it for fuel. Due to a lack of coal in the Scandinavian Peninsula the peat, everywhere abun-

dant, is dried, pressed into briquettes by machinery, and burned extensively even in stoves and on railways. Peat is very abundant thruout the entire northern part of the United States. According to Dana, Massachusetts

Coal Output in Million Tons. (1910.)



sets alone contains 15,000,000,000 cubic feet, tho here, as elsewhere in the United States, but little use is made of it due to the abundance of coal.

Lignite

A bed of peat, after a long time, loses most of the traces of its vegetable origin, becomes more compact, and turns to a dark brown color. This, the second stage in coal formation, is known as brown coal or lignite.

As a fuel it is better than peat but not as good as the higher grades of coal. Whenever it is possible to burn lignite shortly after it has been mined, it makes a very satisfactory fuel; but when exposed to the air for any length of time, it crumbles to a powdery dust. For this reason, tho very abundant, it has never entered into the world's commerce. Within recent years machines have been invented to compress lignite into briquettes, for in this form it makes a high grade fuel. No doubt, as the better grades of coal become more and more scarce, this will develop into an important industry.

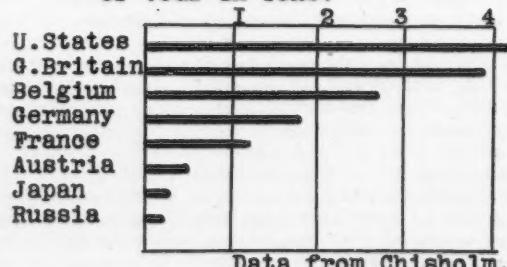
In practically every country where there are rich coal deposits there are also extensive lignite beds; but the latter as yet have received but little attention for the reason that it is an inferior coal. Where lignite is the only available coal, as for example in Italy, the case is quite different, for here they have been able to get very satisfactory results from its use.

In our own country a very extensive field of lignite is found in the Dakotas, Montana and Wyoming. The Gulf Coast region is also well supplied with lignite.

Bituminous Coal

The third stage in coal formation is bituminous, or ordinary soft coal. This variety is so familiar that its

Yearly per capita Consumption of Coal in Tons.



description is unnecessary. Tho it was once peat, yet to the naked eye there is no trace of its vegetable origin. Under the microscope, however, we are able to

see traces of woody fibre. Bituminous coal makes an excellent fuel. Fortunately it does not crumble when exposed to the air; therefore, unlike lignite, it is shipped great distances.

Cannel Coal

This is a variety of bituminous coal that is being used more extensively each year. It bears somewhat the same relation to the other forms of coal, that kindling wood bears to hard wood. Since it is very rich in volatile hydrocarbon, it ignites easily and burns with a bright yellow flame, crackling as does kindling wood. These qualities have rendered it a popular fuel for fireplaces.

Anthracite Coal

This, the last stage in the formation of coal, is hard, brittle, black and lustrous. The chief difference between bituminous and anthracite coal is the practical absence of volatile hydrocarbon in the latter, for it is nearly pure fixed carbon. In or near mountains we are likely to find the anthracite, because the mountain folding has generated sufficient heat and pressure to drive off the volatile hydrocarbon. This variety of coal is not easily ignited but gives great heat.

DISTRIBUTION OF COAL

As the industrial development of a nation is so dependent upon its supply of coal, it is highly important that the students of geography form a clear notion regarding the distribution of this mineral.

England: From 1870 to 1900, England, Germany and the United States, tho they included but one-tenth of the world's population, produced five-sixths of all the coal mined. Forty years ago the United States and Germany produced about equal amounts, while Great Britain produced three times as much as either. Great Britain continued to hold first place until 1899, when she was forced into second place by the United States.

England, tho rich in coal, has no other mineral that she produces in excess of her needs.

Locate Newcastle. Shade the area along both banks of the Tyne. This is the oldest field in England. When this coal field was at its best, coal could be mined here with greater ease than anywhere else in the world. This region has been worked so long that its yield is now decreasing. Directly south of Newcastle, beginning at Leeds and extending below Sheffield, is a second field which is the largest in England. The coal from this field is taken to Hull for shipment. The South Wales field is third and its yield is rapidly increasing. In quality the coal of this district is between a bituminous and an anthracite. Just west of Hull in the vicinity of Manchester, is a fourth field. Other small fields are found near Cardiff, Birmingham and Bristol. The Scottish fields lie in the basin of the Clyde, near Glasgow. Consult your textbooks and see what the above mentioned cities are noted for.

In 1910, England's total output was 290,000,000 tons, 53,000,000 of which were exported. The fact that England's outbound ships have coal to carry, to offset the importation of raw materials and food stuffs, makes freight rates lower, since in this way there are full cargoes both ways. According to Professor Robinson, this is one secret of England's success in foreign commerce. He further suggests that each cargo shipped hastens the day for famine prices for coal in England.

England has a further advantage in that many of her colonies are exceptionally rich in coal. This is true of the Transvaal, South Africa; New South Wales, Australia; New Zealand and India.

Germany: The total amount of coal in Germany is very small when compared with that of other nations. Nowhere, however, is coal better located with reference to iron ore and water transportation. The chief fields are in the Ruhr and Saar valleys, tho lignite is plentiful in central Germany.

France: France mines about 40,000,000 tons of coal yearly. This is not sufficient; therefore, she imports large quantities.

School Journal

Spain: No other part of Europe is so rich in mineral resources as the Spanish Peninsula. In the vicinity of the northern coast are coal fields richer by far than those of Germany. Here, too, are deposits of exceedingly rich iron ore. Tho both are in the same vicinity they remain undeveloped.

Russia: In South Russia near the Donetz River is a region rich in anthracite; Russia is unfortunate, however, since her coal and iron deposits are widely separated, greatly retarding the industrial development of the country.

Belgium: In southeast Belgium are rich deposits of both coal and iron, and, as a result, extensive manufacturing industries have sprung up in this region.

Austria: The two most important mineral deposits of Austria are coal and iron, but unfortunately they are not in the same region, the coal being found in Bohemia and Moravia, while the iron is in the Alpine district.

Scandinavian Peninsula: Only in the very southern part of the peninsula is coal found. For this reason charcoal, tho expensive, is used to smelt the iron ore that is so abundant. Beside wood, peat is the most widely used fuel.

The nations of Europe which are unfortunate in their scarcity of coal are Italy, Portugal, Denmark, Holland, Switzerland, the states of the Danube, and the Balkans. Of all these nations, Switzerland feels the loss least, as she has an abundance of excellent water power. On an outline map of the world shade in one color all the coal fields of Europe. In another color shade the countries that are practically without coal.

China: The coal fields of China are estimated to be twenty times greater than those of all Europe. Shansi alone has anthracite deposits many times richer than those of Pennsylvania. Not only has China large quantities of coal, but she has the further advantage that this coal is near exceedingly rich deposits of iron ore. But an ignorant superstition regarding "earth-devils" has rendered the development of mining almost impossible in China. When these mineral deposits have been developed they will affect the commerce of the Orient to an extent hard to appreciate.

Japan: All parts of Japan are abundantly supplied with coal of fair quality. The single island of Yezo is reported to contain two-thirds as much coal as Great Britain. These coal deposits tho formerly under government control, are now in the hands of a private corporation. Like England, Japan possesses no other mineral than coal to any extent, for she has to import iron and steel.

Brazil: Tho Brazil is well supplied with most minerals, she seems to be poor in coal. Only in a single state in southern Brazil is coal mined, and here it is an inferior quality, mostly lignite. Without coal, Brazil is finding it exceedingly difficult to develop her vast iron deposits.

Africa: Next to nothing is known regarding the mineral wealth of Africa. There is, however, in the upper Zambezi a coal field estimated to be the richest in the world.

India: Coal is widely distributed throughout India and the output is increasing. Unfortunately most of it is of an inferior quality and is not in the vicinity of either iron or limestone.

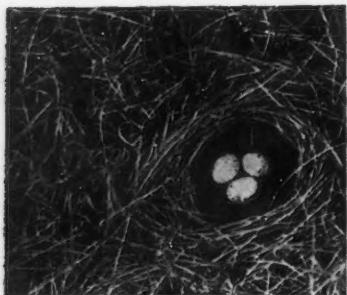
Australia: Australia seems to have a plentiful supply of coal and it is well distributed. Only about Newcastle and in New Zealand is it mined for export. This coal is shipped to Chile, South Asia, our own Pacific coast, and in fact to all parts of the Pacific.

Canada: There are three distinct coal fields in Canada. The eastern field lies in Nova Scotia and Cape Breton Island, the central underlies the eastern slope of the Rockies, while the western includes the southern end of Vancouver Island and the adjacent mainland. Of

(Continued on page 24)

Where Some Birds Build Their Nests

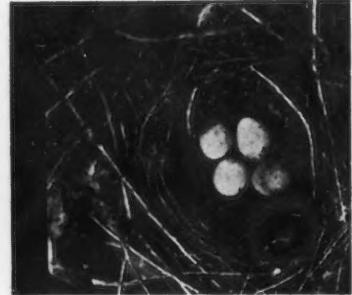
Sara V. Prueser, Defiance, Ohio



A Field Sparrow's Nest



Catbird's Nest in Hawthorn



A Brown Thrasher's Nest in Brush Pile

Birds are quite as different in their habits of nest building as men are in the location of their homes. The low, sandy beach, the river's brink, the grassy swamp, the level meadow, the leafy bush, the hawthorne thicket, the scrubby oak, the graceful elm, the rocky cliff and the mountain top have been appropriated by the birds as fit nesting places.

On the marshy shore, just out of reach of the rippling waves, the sandpiper finds a place to deposit her spotted eggs, while high on the mountainside at Summit, a pine warbler built her nest in a fir tree, more than ten thousand feet above the nest of the sandpiper. One man likes his summer home built at the ocean's edge, another erects his on a cliff in the Selkirks. Each is happy in his own environment, and so it is with the birds, they place and hang their domiciles in such places and altitudes as are best adapted to their needs and comfort.

Most of our land birds build flat on the ground, or in low bushes or shrubs, or in trees twenty to fifty feet from the surface of the earth. In the spring, when the meadows are still bare, you'll find a number of nests low on the ground, made of fine weed stems, hair and grasses. These are owned by the field, song, vesper and grasshopper sparrows. Unless the birds are near, the amateur will find it difficult to tell to which particular sparrow the nest belongs, for these sparrows build their nests very much alike and of the same kinds of materials. They do not always build in the meadows, but as often select the low bushes, usually some species of the hawthorn, in which to raise their young. Hairbirds or chipping sparrows weave their hair-lined nests in low bushes and trees, from three to twenty feet from the ground.

Mourning doves collect a few sticks into a round pile on the ground, which serves the purpose of a nest, but they, too, sometimes prefer a higher outlook and build in trees, usually about twenty feet from the ground.

Meadowlarks and quails like the timothy meadows and the grassy fields. The former places her nest of grass straws and blades under some grassy tussock close to the earth, while the quail conceals her ten or more eggs in an arched oven or tunnel well made of grass and weeds. Since meadows are often much disturbed in cultivation, quails frequently place their nests in the open spaces of overgrown pastures and woodlands.

In the shrubbery of your lawns, and in the thickets and bushes of open woods, the yellow warblers, very much like wild canaries in appearance, flit nervously about. Look for their nests in the wild rose stalks and in the leafy bushes, about five feet from the ground. In April, 1912, I found one in a small horse chestnut bush, another in an elm sapling, the others had hung their silvery pouches in the blackberry vines and in the willows bordering the creek. The yellow warbler's nest is so exquisite in structure that it deserves more than a passing notice. Beautifully woven of hempen fibers, and lined

with soft, silken down, this flaxen pouch forms an attractive cradle for the young birds. The cowbird often appropriates the yellow warbler's nest in which to deposit her unwelcome egg. In that case, the little warbler usually builds another story to her nest, covering up the cowbird's egg. If the cowbird persists in intruding her egg the second time, the warbler may even add another story, thus ridding the nest of the loathsome egg. Last summer every warbler's nest I found had from one to two cowbird's eggs in it. In one nest were four young warblers and two cowbirds. The latter consumed so much of the food that was brought that in a few days the little warblers starved to death.

Catbirds, brown thrashers and cardinal grosbeaks generally build in tangled vines, thorny bushes and low scrubby trees. For some seasons I have seen the catbirds and thrashers showing preference for the hawthorns or white thorns. In fact, all the nests found were built in the different varieties of hawthorn. In one woods nine thrashers' nests were built in the Crusgalli, or cockspur thorn, and nearly as many catbirds' nests. The nests were placed well in the center of the tree on a platform of crossed branches, generally eight to fifteen feet from the ground. Birds find in the hawthorn bushes excellent nesting places, for surrounded by a circular screen of thick green leaves, the nest is well hidden. The stout gray spines form an effectual barrier to cats and owls, and the thick network of branches, in color and arrangement, afford protection to the rude nest of coarse sticks and straws. Formerly the brown thrasher built his nest on the ground, but continued exposure to the disturbances of domestic animals has caused him to seek another environment.

The cardinal grosbeak, like the robin, nests in various places. If he lives exclusively in the woods, you will find his nest, seldom over ten or twelve feet from the ground, in the hawthorn, in the locust, or in any other tree with closely woven branches. If your cardinal is sociable and visits the lawn, gardens, or orchards, you may find his nest in the mulberry tree in the backyard, or in the cedar on the front lawn, and if kindly treated may find a convenient nook under your porch. Cardinals, thrashers and catbirds build their nests very much alike of coarse sticks, weed straws, dry leaves and grass stems. Sometimes they make use of material from cultivated fields, such as old cane and cornstalks, which are used as foundation planks.

Robins, those charming visitors to our orchards and gardens, build their nests in the trees along our streets and dooryards, and in the fruit trees of our orchards. They often build in forest trees, but seldom in the thick woods. The robin likes to place his mud-plastered nest in the crotch of a tree, from ten to thirty feet from the ground. Where there are maple trees he shows a prefer-

(Continued on page 24)

Elementary Agriculture

By Grace Marian Smith of I H C Agricultural Extension Department, Chicago

GOOD ROADS

It is on record that the roads of the United States, poor as they are, cost from \$10 to \$1,000 per mile per year for upkeep. Doesn't it sound as tho some one who understood the problem should be doing something?

Would you like to help?

There are two things which almost any community can do:

First: Make and use the split-log drag.

Second: Build a clay and sand road.

If you live in a section where there is a strip of sand road, or a strip of clay road, and the other material is available, mix sand and clay over a section of that road, and let it be an example to set people to thinking. With a little judicious talk, it will not be long before some one will suggest that it would be a comparatively easy matter to fix the whole road that way.

Good! that is just what we are aiming at. But does anyone know just how to make the road satisfactorily? Some one in authority should get the bulletins issued

One dry, straight-grained log, 7 to 9 feet long and 10 to 12 inches in diameter. Mr. King recommends that this be of red cedar, red elm, walnut, or box elder, soft maple, or willow. Oak, hickory and ash are not so desirable.

Three two-inch stakes, 3½ to 4 feet long.

One brace 2x4, about 4½ feet long.

A piece of scrap iron, about 3½ feet long, 3 or 4 inches wide, ¼-inch thick, (a piece of wagon tire will do).

Double-trees, single-trees, and 1½ trace chains.

Some boards to form a platform on which to stand (any old boards which you may find usable for the platform).

An auger, hammer, and nails to work with, and bolts for fastening the scrap iron to the front log.

The split-log drag was first brought to public attention by D. Ward King of Missouri, now expert on split-log drags, Office of Public Roads, U. S. Department of Agriculture. Farmers' Bulletin No. 321, 'The Use of the Split-log Drag on Earth Roads,' issued by the U. S.

Department of Agriculture, gives the following description of how to make a drag:

"The log should be 7 to 8 feet long, 10 to 12 inches in diameter, and carefully split down the middle. The heaviest and best slab should be selected for the front. At a point on this front slab 4 inches from the end that is to be at the middle of the road, locate the center of the hole to receive a cross stake, and 22 inches from the other end of the front slab locate the center for another cross stake. The hole for the middle stake will lie on a line connecting and half-way between the other two. See cut."

"The back slab should now be placed in position behind the other. From the end which is to be at the middle of the road, measure 20 inches for the center of the cross stake, and 6 inches from the other end locate the center of the outside stake.

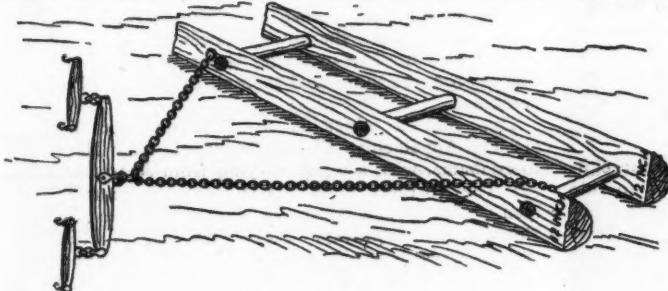
"Find the center of the middle hole as before. When these holes are brought opposite each other, one end of the back slab will lie 16 inches nearer the center of the roadway than the front one, giving what is known as 'set back.' The holes should be two inches in diameter.

"Care must be taken to hold the auger plumb in boring these holes in order that the stakes shall fit properly. The hole to receive the forward end of the chain should be bored at the same time.

The two slabs should be held 30 inches apart by the stakes. Straight-grained timber should be selected for the stakes, so that each stake shall fit snugly into the two-inch hole when the two slabs are in the proper position. The stakes should taper gradually toward the ends. There should be no shoulder at the point where the stakes enter the slab. The stakes should be fastened in place by wedges only.

"When the stakes have been placed in position and tightly wedged, a brace two inches thick and four inches wide should be placed diagonally to them at the ditch end, as shown in the picture. The brace should be dropped on the front slab, so that its lower edge shall lie within an inch of the ground, while the other end should rest in the angle between the slab and the end stake.

"A strip of iron about 3½ feet long, 3 or 4 inches wide and ¼-inch thick may be used for the blade. This should be attached to the front slab, so that it will be one-half inch below the lower edge of the slab at the



Split-log Road Drag.

by the Office of Public Roads, U. S. Department of Agriculture, Washington, D. C. The department will test soil samples and advise with local committees as to the best available methods.

One of the most effective implements for use on dirt roads is a split-log drag, and the construction of one would make a manual training lesson of much greater value than several lessons on making towel rollers, coat hangers, and hat racks.

The split-log drag makes it possible to make a good road out of an ordinary dirt road, and to keep that road in repair at an expense of from \$1.50 to \$6 per mile per year, with an average of \$2.50 to \$3. per mile. The cost of the drag is very little as most of the material is on hand on a farm.

We have the evidence of numbers of farmers in different parts of the United States and Canada, that the drag is an inexpensive and effective road-maker, and at the cost mentioned, we can certainly afford to try it.

If your community has considerable public spirit, it will be a comparatively easy matter to get the log and stakes for making a drag. If there is no community organization and no home interest in the school work, the road-drag furnishes an excellent opportunity to demonstrate the practical value of the new work you are introducing into the school.

If it is not practicable to make a drag for road use, get branches and twigs and make small models. Let the pupils take these home. It will help stimulate an interest in the subject of Good Roads.

If there are large boys in attendance, the school can construct a drag and put it in operation, thus making an effective Good Roads demonstration.

Material list—

The Catholic School Journal

A TOPICAL STUDY IN INDUSTRIAL GEOGRAPHY

(Continued from page 21)

the three fields the central is by far the richest, but being without water, transportation is least developed. Their combined area is 97,200 square miles, or a greater extent than the total coal fields of Europe.

Alaska: The best and most abundant coal on the Pacific Slope is found in Alaska. Not only is the Alaskan coal abundant, but it ranges from the highest grade anthracite thru the bituminous series even to lignite and peat. The field extends from the coast to the Yukon district.

Mexico: In northern Mexico near Sabinos we find Mexico's most productive coal fields. In the region of the Gulf of California there is a recently discovered deposit of anthracite that is estimated to be many times richer than the Pennsylvania field.

The United States: Coal was first mined in the United States in 1760. A mine just across the Monongahela from the present city of Pittsburgh was the scene of this early mining. Even tho the coal was abundant and very easily mined, the industry developed so slowly that not until 1800 was coal shipped from the Pittsburgh district. From 1800, however, the industry developed so rapidly that by 1899 the United States was able to take first place among the nations of the world in the production of coal. Since then she has continued to forge forward until she now produces 40 per cent of the world's output. Not including Great Britain, the United States produces more coal than all the rest of the world combined.

This coal is mined in the following six districts: (1) The Appalachian Field that extends from New York to Alabama, with a width varying from 30 to 180 miles. (2) The Northern Field that is located in central Michigan. (3) The Eastern Field that includes Indiana, Illinois, and Kentucky. More than half of Illinois is overlaid with an abundance of excellent bituminous coal. This coal does not lie in a single layer, as we might expect, but in from nine to sixteen distinct layers that vary in thickness from one to ten feet. To reach these layers or strata we must go to a depth of fifty and sometimes five hundred feet. (4) The Western District consists of isolated basins scattered from the Mississippi River to the Rocky Mountains. (5) The Rocky Mountain area, tho extensive, is best developed in Colorado. The most important field, known as the "Raton field," lies in the southern part of the state and extends into New Mexico. (6) The Pacific Coast field has as its center the state of Washington. On the whole the coal fields of western United States are small and scattered, and the coal as a rule is of an inferior quality, mostly lignite. Only in or near the mountains, as in Colorado and Washington, have these beds of lignite been transformed into bituminous coal. In other parts of Colorado and in New Mexico it has been further changed into anthracite by adjacent lava flows.

THE BALKAN-TURKISH WAR

The most decisive victory of late in the Balkan war is the victory of the Greeks in capturing Janina, the capital of Albania, which was a Turkish stronghold. The Turks surrendered the town, including the garrison of 32,000 men. The victory came to the Greeks after a continuous bombardment of two days as the climax of a siege lasting three months, in which they lost 15,000 men in killed and wounded, and the Turks half that number. Janina is the key to the whole Albania-Epirus region of western Turkey, and its possession gives the Greeks and the allies a vastly stronger position.

That a school is chiefly a physical thing in general thought, is suggested by the well known practice of exhibiting buildings and equipment to visitors rather than showing teachers and products.—Dr. Ernest Burnham.

ditch end, while the end of the iron toward the middle of the road should be flush with the edge of the slab. The bolts holding the blade in place should have flat heads and the holes to receive them should be countersunk.

"If the face of the log stands plumb it is well to wedge out the lower edge of the blade with a three-cornered strip of wood to give it a set like the bit of a plane.

"A platform of inch boards held together by three cleats should be placed on the stakes between the slabs. These boards should be spaced at least an inch apart to allow any earth that may heap up and fall over the front slab to sift thru upon the road again. The end cleats should be placed so that they will not rest upon the cross stakes, but drop inside them, while the middle cleat can be shifted to either side of the middle stake. These cleats should extend about an inch beyond the finished width of the platform.

"An ordinary trace chain is strong enough to draw the implement, provided the clevis is not fastened thru a link. The chain should be wrapped around the rear stake, then passed over the front slab. Raising the chain at this end of the slab allows the earth to drift past the face of the drag. The other end of the chain should be passed thru the hole in the end of the slab and is held by a pin passed thru a link. One and one-half trace chains are sufficient."

Wallace's Farmer, Des Moines, Iowa, which first brought the drag to public attention, also issues a bulletin, "How to Make Good Dirt Roads." It gives the following special caution:

"The drag is not a plaything. Do not permit children to ride it, any more than you permit them to ride a harrow. Do not ride the drag over stones or obstructions of any kind. Do not stand on the front log. Always drive slow. Do not place the logs closer together than thirty inches. If you fail to heed these points the drag may 'buck' and give you a nasty fall."

Possibly the road supervisor in your township or the Commercial Club of the nearby town may be enough interested in the Good Roads question to make some arrangement with the boys of the township to furnish the drag and drag a certain section of the road after every heavy rain, or ten or twelve times a year.

Why could not each family take care of the road for a mile past its front gate? We are told that on a mile stretch a round trip can be made in an hour, or at the most, two, and that such attention will keep the road in excellent condition.

Get several copies of Farmers' Bulletin 321 and distribute among the patrons of the school.

Continue the lesson by calling attention to the advantages due to good roads.

Write the Office of Public Roads, U. S. Department of Agriculture, Washington, D. C., for Farmers' Bulletins, No. 505, "Benefits of Improved Roads;" No. 41, "Mileage and Cost of Public Roads in the United States;" Circular 91, "Sand-Clay and Earth Roads in the Middle West; Circular 10, "List of Publications of the Office of Public Roads."

WHERE SOME BIRDS BUILD THEIR NESTS

(Continued from page 22)

ence for them. In 1910, in the trees along the street in a small town, more than two-score of robins' nests were found in the maples. In the year following few more than half that number were built in the same trees. The robins like to build under the eaves of porches, and if left alone will often nest there season after season.

Wrens will find locations for their nests in places where other birds would not think of venturing. I have found them nesting in old cans, in old shoes, in the pocket of an old coat left on a fence, in gourd boxes, in currant bushes, and in the niches of porches.

Bird Study For April

THE ROBIN

(Audubon Leaflet No. 46, by T. Gilbert Pearson)

No bird holds so prominent a place in the minds of the American people as the robin. It is distinctively a companion of man, and wherever his hand has cleared the wilderness the robin has followed. From Mexico to the Yukon the traveler meets it, and the residents will tell him of its coming and going. It has passed into the literature of the country, and one reads of it in the books of science and of romance. Poets weave its image into their witchery of rhyme, lovers fondly spy upon its wooing, and by the fireside of every household children lisp its name when stories are told in the twilight.

In Spring

Heedless indeed is the ear that does not harken when the robin sings. Loud and clear it calls at dawn, and sweet are the childhood memories it brings of fresh green fields swept by gentle winds and apple blossoms filled with dew.

One spring, a pair built their nest on the limb of a balsam standing beside a much-used walk near my



The Robin.

home. In gathering the material for the nest, the greatest care was exercised to work at those hours when there was the least chance of being observed. Thus, the greater part was done in the early morning when few people were astir. Perhaps one reason for this was that the blades of dead grass, twigs, and other nesting material, were then damp and pliable from the dews of night, and were much more easily woven into position than after they had become dry and brittle. Only during the last few days of construction did I detect the birds working in the afternoon. The mud for their nest was found by a little pool at the end of a leaky horse-trough.

On April 18 the nest appeared to be completed, for no more materials were brought. On the 22nd the female began sitting. I could see her tail extending over one side of the nest, her bill pointing upward at a sharp angle from the other. She flew off the first day when the half-hundred boys who frequented the walk came along on their way to dinner. But she soon became accustomed to them, and would sit quietly, altho numerous heads passed within five or six feet. No one disturbed the nest with its four blue eggs, and on May 6 I saw her feeding the young. Four days after

this event, I noticed the heads of the younglings bobbing above the rim of the nest. They were gaining strength rapidly.

The morning of May 17 was cool, and a drizzling rain had been falling for some hours. This dreary morning happened to come on the day when the young robins desired to leave the nest. Rain could neither dampen their desire nor check their plans. At seven o'clock, three of them were found sitting motionless, a foot or more from the nest, on the limb which held it. Each had gathered itself into as small a space as possible, and, with head drawn close, seemed waiting for something to happen. But their eyes were bright, as they looked out over the vast expanse of the lawn before them—that trackless region, to explore which they dared not yet trust their strength. The fourth one could not be found. The next day two others disappeared, after spending some hours of joyous, happy life on the grass and in the shrubbery. I strongly suspected the academy cat knew where they had gone.

Knowing that the family would never return to the nest, I removed it from the limb, for I wanted to see how the wonderful structure was put together. In its building, a framework of slender balsam twigs had first been used. There were sixty-three of these, some of which were as much as a foot in length. Intertwined with these were twenty fragments of weed stalks and grass stems. The yellow clay cup, which came next inside, varied in thickness from a quarter of an inch at the rim to an inch at the bottom. Grass worked in with the clay while it was yet soft aided in holding it together, and now, last of all, came the smooth, dry carpet of fine grass. The whole structure measured eight inches across the top; inside it was three inches in width, and one and a half deep. It was one of those wonderful objects which is made for a purpose, and it had served that purpose well.

In Winter

It is good to watch the robins when a touch of autumn is in the air and the wander-lust is strong upon them. On rapidly beating wings they drive swiftly across the fields, or pause on the topmost spray of a roadside tree and look eagerly away to the southward. Their calls are sharp and inquisitive. Clearly, the unsuppressed excitement of starting on a long journey pervades their nature. In a little while they will be gone.

Later you may find them in their winter home, feeding on the black gum trees in a Carolina swamp, the berries of the China tree in Georgia, or the fruit of the cabbage palmetto in Florida. But their whole nature seems to have suffered change. No cheerful notes of song await you, no gathering of food from the grass on the lawn, no drinking from the cup on the window sill, none of the confiding intimacies so dear to their friends at the North. We see them in flocks, wild and suspicious. Often they gather to feed on the great pine barrens far from the abode of man. They grow fat from much eating, and are hunted for the table. Recently I found strings of them in the markets of Raleigh, and was told they were worth sixty cents a dozen, the highest price I had even been asked for them.

Robins in winter sometimes congregate by thousands to roost at a favorite spot, and here the hunters often come to take them, in the manner Audubon tells us people took the wild pigeons during the last century. Stories of their killing creep into the public press, and over their coffee men marvel at the slaughter of birds that goes on, sometimes in their immediate neighborhood. Here is an authentic account of the raiding of one such roost, given the writer by Dr. P. P. Claxton, of the University of Tennessee. He was familiar with many of the details, and will vouch for the truthfulness

(Continued on page 27)

School Entertainment

UNDER THE OLD OAK—AN ARBOR DAY EXERCISE

By Willis N. Bugbee, Syracuse, N. Y.
(Book rights reserved by author)

Characters

Uncle Ezra
Farmer John
Pat, the Gardner
Mr. Grant
Mrs. Dean
Mrs. Hall

School Children (any number)

Costumes

Uncle Ezra is made up as an old man, carries cane and walks with a limp.

Farmer John wears work clothing, heavy shoes or leather boots, no coat, and carries hoe.

Pat is also dressed in work clothes and old battered hat, and trundles wheelbarrow.

Mr. Grant wears fashionable clothes and silk hat, and carries walking stick.

Mrs. Dean and Mrs. Hall wear morning gowns and carry market baskets on arms.

School children wear neat spring suits. The boys carry small flags of uniform size, and the girls fancy baskets of wild flowers.

SCENE

(This is supposed to take place under a large oak tree on the public square. One or two benches are on stage.)

(Enter Uncle Ezra.)

Uncle E.—Oh, hum! Wal, this is a purty nice warm spring mornin'. Seems good to see it, too. Makes my rheumatism feel a good deal better. I guess like enough I'll set down here a spell an' rest. (Sits down. A pause while he gazes at branches of trees.) 'Twon't be long now 'fore all the trees'll be leaved out an' the flowers in full bloom, an' I guess we'll all be mighty glad of it.

(Enter Farmer John.)

Farmer J.—Well, Uncle Ezra, you seem to be taking your ease.

Uncle E.—Yes, that's 'bout all I can do nowadays. Better set down, Farmer John, an' keep me company.

Farmer J.—No, I ain't got time. I've got all my corn and potatoes to plant yet, and well—there's work enough ahead to keep me goin' most the summer.

Uncle E.—Yes, I know what farmin' is. I've been a farmer myself all my life. But we're all glad to see summer come, even if it does bring its work.

Farmer J.—You're right we are. It's been a long, hard winter.

(Enter Pat, with wheelbarrow.)

Pat (stopping and wiping forehead with colored handkerchief.) Well, I jist think I'll be after settin' meself down to rist a bit. It's noice to be havin' the sunshine warrm an' bright, but it do make me tired fer all that. (Sits on bench.)

Uncle E.—Well, Pat, I see you've commenced your summer's work, too.

Pat—Yis, so I have. 'Tis makin' a garden fer ol' Mrs. Green I'll be after doin', but me back begins to ache jist from the thinkin' iv it.

(Enter Mrs. Dean and Mrs. Hall, with baskets.)

Uncle E.—How now, ladies, on your way to market again?

Mrs. D.—Yes, Uncle Ezra, and right glad are we to be out of doors and away from the hot stove. My, but isn't it nice out this morning!

(Enter Mr. Grant, on a stroll.)

Mr. G.—Good morning, everybody. Beautiful mornin', this.

Farmer J.—Yes, so 'tis. We all seem to be unanimous on that subject.

Mrs. H.—The children are all happy, too. It is Arbor Day, you know.

Farmer J.—Arbor Day? Well, I swan to goodness! I'd forgot all about it. I've got a lot of trees I ought to set out right now.

Pat.—Arbor Day? Begorra we niver had the loike iv sich a thing in the ould country.

Uncle E.—We never used to have Arbor Day when I was young, nor we didn't think of plantin' trees, neither.

Mr. G.—No doubt you had trees enough without.

Uncle E.—Wal, I should say we did. This was purty much all woods right around here.

Mr. G.—And I presume you did your share in cutting them down?

Uncle E.—I guess you'd thought so if you'd seen me. I was considered the champion wood cutter in them days.

Mr. G.—No wonder that the woods have been fast disappearing in this country. But without any joking, my good friends, the question of saving our forests has become a very serious one, indeed. It means so much to the future generations, and I am glad for one that Arbor Day has been established and that the children of our land are becoming interested in the planting of trees. That is our one great hope.

Farmer J.—I guess they're interested in the planting all right, if their interest only survives long enough to take care of them and make them grow.

Mrs. D.—They're going to have speaking at the school house this morning, too. I ought to be on my way there now instead of to market.

Mr. G.—That brings to mind my own schooldays. We used to speak pieces if we didn't have Arbor Day. There was one in particular that I used to recite and I believe I could say every word of it now.

Mrs. H.—Speak it for us, won't you? We'd like to hear it first rate.

Mr. G.—Let me see how it began. Oh, I know: (Speaks dramatically.)

"Woodman, spare that tree!
Touch not a single bough;
In youth it sheltered me,
And I'll protect it now;
'Twas my forefather's hand
That placed it near his cot,
There, woodman, let it stand,
Thy axe shall harm it not!"

Farmer J.—I heard that piece when I went to school. Now I recall one to mind, myself, about an old oak tree. I guess like enough it's about this same one we're standing under now, that Uncle Ezra was good enough to leave standing. Here 'tis, part of it: (Recites.)

"A song for the oak, the brave old oak,

Who hath ruled in the greenwood long,
Here's health and renown to his broad green crown,

(Lifts hat in reverence to tree.)

And his fifty arms so strong.

There is fear in his frown when the sun goes down,
And the sun in the west fades out;

And he sheweth his might on a wild midnight,

When the storms thru his branches shout,

Then sing to the oak, the brave old oak,

Who hath stood in his pride so long;

And still flourish he, a hale green tree,

When a hundred years are gone."

(Loder.)

Mrs. D.—While you people have been reciting some of your old pieces I've thought of one, too—one that I spoke in school once: (Recites.)

"You must wake and call me early, call me early mother, dear."

Tomorrow will be the happiest time of all the glad New Year;

Of all the glad New Year, mother, the maddest merriest day;
 For I'm to be Queen o' the May, mother, I'm to be Queen o' the May.
 I sleep so sound all night, mother, that I shall never awake,
 If you do not call me loud when the day begins to break:
 But I must gather knots of flowers, and buds and garlands gay,
 For I'm to be Queen o' the May, mother, I'm to be Queen o' May." (Tennyson.)

Mrs. H.—That sounds familiar. We all remember that.

Uncle E.—Yes, an' I guess we all remember the Maypole, too. Great old times, they were.

Pat.—'Tis only iv wan dear little plant I would be afther tellin' zez about: (Recites.)

"There's a dear little plant that grows in our Isle
 'Twas Saint Patrick himself sure that set it;
 And the sun on his labor with pleasure did smile,
 And with dew from his eyes often wet it.
 It shines thru the bog, thru the brake, and the mireland,
 And he called it the dear little shamrock of Ireland." (Andrew Cherry.)

Mrs. H.—I've heard it said that,

"He who plants a tree plants a joy;
 Plants a comfort that will never cloy.
 Every day a fresh reality." (Lucy Larcom.)

Mr. G.—That's very true, too. Now we seem to be having an Arbor Day celebration all our own. It seems like old times.

(The school bell rings off stage.)

Mrs. D.—There's the school bell ringing, and here come the children. My! See the flowers!

(Enter boys, with flags, and girls, with flowers.)

First Girl.—Look, everybody! See our flowers. Aren't they pretty?

First Boy.—Aren't you coming to the celebration?

Second Girl.—We'd like to have you all come. It's free.

Farmer J.—Well, now, do you imagine it'll pay us to put off our work to go and hear it? If it will I reckon we'll all go.

First Girl.—We'll sing a verse of our new song; then you can decide for yourselves:

(All sing to tune of "Catch the Sunshine.")

Welcome to the joyful springtime,
 Welcome to the merry May,
 With its wealth of pretty flowers
 Blooming for the Arbor Day.
 Let us fill our hearts with sunshine,
 Let us cast away all care,
 While the starry flags are waving
 And there's flowers everywhere.

(Boys wave flags and girls hold flowers to front during last part of stanza.)

Mr. G.—What do you say, good people, shall we all go to hear the children's exercise? I have decided to go anyway.

Farmer J.—It's my opinion we'd better all go. What do you say?

Several.—Yes, yes.

Second Boy.—The speaking commences pretty soon.

Farmer J.—Well, then, come on everybody. We'll go right along with the children.

(Children march off L. followed by Farmer J., Mr. G., Mrs. D., Mrs. H., Pat, with wheelbarrow, and Uncle E. hobbling on cane.)

(Curtain.)

THE ROBIN

(Continued from page 25)

ness of the facts here set forth. He says: "The roost to which I refer was situated in what is locally known as 'cedar glade' near Fosterville, Bedford County, Tennessee. This is a great cedar country, and Robins used to come in immense numbers during the winter months, to feed on the berries. By the middle of a winter's afternoon, the birds would begin coming by our house in enormous flocks, which would follow one another like great waves moving on in the direction of the roost. They would continue to pass until night. We lived fifteen miles from the roost, and it was a matter of common observation that the birds came in this manner from all quarters.

A Tennessee Robin Roost

"The spot which the roost occupied was not unlike numerous others that might have been selected. The trees grew to a height of from five to thirty feet, and for a mile square were literally loaded at night with robins. Hunting them while they roosted was a favorite sport. A man would climb a cedar tree with a torch, while his companions with poles and clubs would disturb the sleeping hundreds on the adjacent trees. Blinded by the light, the suddenly awakened birds flew to the torch bearer, who, as he seized each bird, would quickly pull off its head, and drop it into a sack suspended from his shoulder.

"The capture of three or four hundred birds was an ordinary night's work. Men and boys would come in wagons from all the adjoining counties and camp near the roost for the purpose of killing robins. Many times, one hundred or more hunters with torches and clubs would be at work in a single night. For three years this tremendous slaughter continued in winter, and then the survivors deserted the roost."

His Food

That protection should be extended to the robin because of its economic value as a destroyer of injurious insects many observers unite in stating, despite the objection sometimes raised to his fondness for small fruits. The United States Department of Agriculture, which looks so carefully into various subjects of vital importance to our country, sent Mr. W. L. McAtee, a brilliant naturalist, to Louisiana the past winter, and he made many observations on the feeding habits of these birds. Under date of February 20, 1910, he reported:

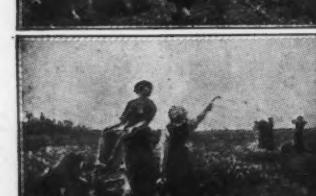
"I collected twelve robins near here yesterday, and got the following results from an examination of their gizzards: Eight had eaten nothing but insects, the other four had taken respectively 95, 80, 65 and 0 per cent of insects and other invertebrates. The insects eaten included grasshoppers, bugs, beetles, beetle larvae, and caterpillars, including cut worms. Another day I collected three robins which had eaten insects, including larvae of crane flies, which are sometimes known as leather-jackets. The larvae feed on the roots of grasses, including grain crops and other plants, and are sometimes quite injurious. Each of the three birds had eaten one or more specimens of leaf beetle, a plant feeder, and injurious. On a basis of the eighteen stomachs I have examined this month, I consider the robin to be essentially an insectivorous bird in Louisiana in February. I notice that great numbers of the robins feed in open grassy fields, where their diet must consist largely of animal matter, as the birds do not eat weed seeds. They are shot here from morning to night; shots are heard in every direction. Each hunter kills from twenty-five to fifty per day."

Bird Protection

The National Association of Audubon Societies has been working to secure the passage of laws better calculated to protect the robin, and its efforts are being greatly strengthened by the financial aid rendered by Mrs. Russell Sage.

FOR THE PUPILS' NOTE BOOKS

These pictures of "End of Labor," by Breton, are to be cut apart and one given to each pupil for pasting in his exercise or note book relating to the study of the subject.



THE DOUBLE THRONE;
OR,
RELIGION AND PATRIOTISM.

A One-Scene Play for Grammar Grade or High School Pupils.

(This little play by the late Sister M. Borromeo, O. S. D., was published in booklet form some years ago by The Catholic School Journal Co. The edition was soon exhausted and as there have been many calls for the play from parish schools throughout the country we herewith follow numerous requests to present it in the pages of The Journal. The approaching opening of the Panama Canal, Socialism and Labor problems, give timeliness to many thoughts in the instructive dialogue.—Editor.)

Cast of Characters.

Male—Uncle Sam, Young America, War, Capital, Labor, Striker, Trusts, Free Press, Courage and Patriotism.

Female—Religion, Peace, Piety, Science, Past, Present and Future, Arbitration, Loyalty and Liberty.

Attendants (if desired)—On War and on Religion.

Action.

There should be a good deal of action. All the male characters call for a spirited delivery and a very animated manner. Uncle Sam, Young America, and War keep in motion in the foreground.

Stage Setting.

Decorations—Patriotic. Style of Scenery—Immaterial. On a well equipped stage, outdoor scenery would be suitable, with a rustic throne in the background. The decorations, festooning, flags, shields, etc., should be, in this case, of bunting. If the play is given in a parlor, schoolroom, or ordinary auditorium, a background of white lace curtains over canary colored cambric, with Denison crepe paper in patriotic designs and colors, for decorations, makes a fine effect. The red and white, and blue and white striped crepe paper, cut in strips, and the edges ruffed, makes graceful and effective festooning, while the crepe paper shields and flags are much prettier than anything in muslin.

The throne, in this case, may be constructed of two armchairs on a carpeted platform. If the ends of the stage be screened off to hide the speakers until the cue is given, a drop curtain will not be needed.

COSTUMES.

This play has been given entirely by girls, and by both girls and boys. Good taste will dictate the use of short skirts to obviate difficulties of costume, when all the characters are represented by girls.

Uncle Sam must wear the well known garb which makes him so familiar a figure. Young America should be very jaunty in appearance. The Striker should be plain and sensible; Labor very respectable, but not pretentious; Capital, rich and pompous; Free Press, dashing and up to date; Trusts, stout and pretentious. War should be dressed in bright red, and after the fashion of a Roman soldier or Mediaeval knight. The mailed jacket, shield, and helmet may be made of pasteboard and silver paper. Courage and Patriotism are spirits, and may be garbed in some fanciful style. Both might wear white cambric suits, somewhat heavily trimmed with gold. They need no armor, one because he is brave, the other because he is protected by the nation. The suits should be of different designs, and Patriotism should be distinguished by a kingly appearance and bearing. He is the chief ruler even in a Republic.

The rest are female characters. Loyalty and Liberty may be dressed like the Goddess of Liberty, and may be distinguished by a difference in the colors of the robes. Arbitration would appear well if dressed as "Portia" is robed in "The Merchant of Venice" when she plays the judge. The Past, Present, and Future might wear robes of black and silver, white and gold, rose color and gold. Science could use any suitable color, with mathematical and astronomical symbols made of gold and silver paper. Peace, in dove color, and piety in pale lavender, with silver trimmings, will harmonize with the other colors. Religion should be robed in royal colors and splendor, with a rich mantle over her shoulders, a crown on her head, and scepter in her hand.

POSITIONS ON STAGE FOR FINAL TABLEAUX.

LOYALTY	THRONE	LIBERTY
RELIGION		
PAST		FUTURE
COURAGE		PATRIOTISM
PRESENT		ARBITRATION
PEACE		PIETY
SCIENCE		FREE PRESS
CAPITAL		LABOR
TRUSTS		STRIKER
UNCLE SAM	WAR	YOUNG AMERICA
	(Front)	

THE DIALOGUE.

No. 1. **UNCLE SAM**—How-do-y-e-do, good friends? Glad to see you! What's up? You look sort of disturbed and excited like. I have just got back from visiting the Canal Zone. When I stood on the deck of that big battleship that carried a President of my country away from its shores, for the first time in our history, I felt so much like the all-conquering Caesar that I had a notion to dress like him—thought I'd get a tunic and a toga—believe I'd like it better than this old Yankee costume I've been wearing for a hundred years, or more.

But what is this? A throne? What are you doing with a throne in free America? You haven't been smashing up the Republic, have you, while I've been away studying steam shovels and teaching canal engineering. I bet those Coal Barons and Steel Kings and Life Insurance Emperors were just waiting to get me out of the way! Good thing I got back so quick! Even Patriotism may be bought and sold. Many cruel things, many strange, dark deeds have been done in the name of Patriotism. I guess I got back just in time.

No. 2. **YOUNG AMERICA**—Ah, but true patriotism is, next to religion, a nation's noblest inspiration. (Enter Liberty and Loyalty.) Hail, fair Liberty! The patriotism that is loyal to you can never be false to the nation's best interests. Since you are in our midst Uncle Sam need not be in such a pucker about imaginary kings, barons and emperors.

No. 3. **LOYALTY**—No; he had no cause to fear that his temporary absence might endanger the security of the Republic. Liberty held queenly sway all the while, and the strong arm of Loyalty supported her.

No. 4. **YOUNG AMERICA**—This is a throne whereon no political or financial tyrants may sit. Liberty and Loyalty are its guardians. (They take their places each side of the throne.) Don't fret, Uncle Sam, I'm looking after this throne, and nobody's going to sit on it who isn't all there, or who isn't all right. You may trust Young America for that.

No. 5. **UNCLE SAM**—Well, I do declare! This bold nephew of mine is growing so conceited and so saucy, his old uncle scarcely knows what to do with him. If I lay a heavy hand on one part of him, in punishment, he declares some other part's to blame. Oh, he's shrewd! And then he's tremendously fond of company. Brings whole ship loads of people from all over creation, and dumps them right down at our door. Of course, I must ask them in, and then they stay and make a heap of trouble for your Uncle Sam. Why, they have more queer notions than you can shake a stick at! And that reckless young fellow there insists that he'll make good citizens out of 'em all. He'll get his head knocked off, pretty soon, and I'll be put to turning somersaults—that'll be the end of it.

No. 6. **LIBERTY**—These good people of whom you speak come here looking for ME, for Liberty, to give them that peace and happiness that they have failed to find in their native lands. But, alas! Uncle Sam, I am not always permitted to give them those priceless gifts that they have a right to expect in a country that claims to be free. Our American kings, the tyrants to whom you have referred, do not permit Liberty to devote herself to the service of your foreign born citizens.

No. 7. **YOUNG AMERICA**—Liberty has spoken truly. And now, really, Uncle Sam, what cause of complaint have you against these emigrant friends of mine? Who have built your railroads, cultivated your fields, developed your mines, and run your cars, but these friends of mine from across the seas? I don't see what you could have done without them in the past, and at



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No. 8. UNCLE SAM—Well, for one thing, I might have a little bit of peace; I mightn't have any combines, or Labor Unions, or Strikes, or Graft, or "Frenzied Finance" to turn my hair white and keep me awake o' nights. (Enter Striker, Arbitration, Capital, and Labor, two from each side.)

No. 9. ARBITRATION—Strikes! Oh, don't talk about strikes, Uncle Sam, while you have me to manage things!

No. 10. UNCLE SAM—And who are you, I'd like to know? There is nothing small about your presumption, at any rate. Who are you?

No. 11. ARBITRATION (a small girl)—I am Arbitration. I will look after your wars and your strikes. There is no need to lose sleep over them, while I am in favor with the Present. The Past knew me not; the Present is scarcely acquainted with me, but the Future will find me her best friend. At this very moment, I am your best friend, Uncle Sam, if your people would only trust me. Young America will be getting old in another century, and before its close he will have become, through my friendly efforts and bloodless revolutions, "boss" of all the nations of the earth.

No. 12. YOUNG AMERICA—Good for you! You're all right! You just put a stop to strikes and you'll suit me, right down to the ground. Strikes interfere with my comfort and my fun. I like a jolly good time with no let up to it. You must hammer away at the strikes, and I'll stand by you, even if the strikers don't get all they're entitled to.

No. 13. ARBITRATION—Oh, I am perfectly fair to both sides. The strikers can't fail to be satisfied with my answers to their demands.

No. 14. UNCLE SAM (Peering into the face of Arbitration)—La, me! So you are the Spirit of Arbitration, eh? You are a rather small affair at present, eh? But you'll grow. Haven't got any baptismal name, I don't suppose? I thought not. You'd be more stable and consistent if you had. Being a sort of a pagan, you don't always get where you start for. A bit of religion would help you on wonderfully; it's an excellent medicine for some of the diseases you meet with. But I guess the diplomats, your Russian, German and English trained nurses, prefer surgery. It strikes me that since you have no baptismal name you'd do well to change your family name. "Fraud" would suit you, most of the time. Yes, sir! You're a fraud, nine times out of ten, and when you're genuine you haven't force enough in you to make people listen to you, or accept your propositions. Make your diplomatic trained nurses learn their business; make the people respect and obey you. Then we'll talk about long sleeps and an absence of hair dye for your Uncle Sam.

No. 15. STRIKER—Much trouble as I often cost you, I, the Spirit of Strikes, am sure of your sympathy. The God of Justice will balance things, in the end, and will show whether I have been a blessing or a curse to this great land, a friend or a foe to a people that have the name of being free. It was at my call that Arbitration first came to your land in the sacred interests of Peace. War is ever hovering near me, ready to make of my lawful struggles unlawful battles. But—I see approaching us the creators of the conditions that have given me existence; Labor and Capital are here. (Labor and Capital enter from opposite sides.)

No. 16. LABOR—So far as I am concerned with him, the Spirit of Strikes has fared better than he deserves, for to me his services have been of doubtful value. I have been forced to employ him, as the soldier employs gunpowder, but sometimes with less honorable satisfaction. The explosion that carries an honest ball to an honest enemy's heart is all right, but that same force may, through carelessness, or by accident, or through criminal design, become the destroyer of valuable property and of innocent people. Labor is made to bear the odium, when the Spirit of Strikes, as sometimes happens, inspires evil desires and brings about the triumph of injustice.

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(Continued on page 37.)



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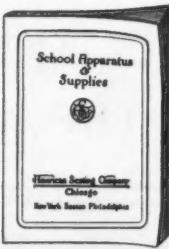
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The Catholic School Journal

Great Flood in Ohio and Indiana.

As The Journal goes to press the greatest and most destructive flood in the history of the country is raging through the greater part of Ohio and Indiana, with indications that it will carry further loss of life and property down through the Ohio river and Mississippi valleys to the Gulf.

It will be impossible for days or even weeks to determine the approximate damage of the flood. At this time the loss of life in the various cities and towns of Ohio and Indiana is placed at 3,000 to 10,000, with a property loss of \$100,000,000 or more.

The Ohio cities affected are Dayton, Columbus, Hamilton, Zanesville, Portsmouth, Chillicothe, Mt. Vernon, Youngstown, Piqua, and many of the smaller towns. Cincinnati has been the principal relief point, and its re-

sources have been taxed to the limit in providing food and supplies. The United States government, through the war department, is exerting every effort to assist the needy. Tents and rations are being sent into the flood district, and soldiers are guarding against the work of vandals. Relief funds are being raised in all parts of the country and it is likely that the voluntary contributions for this purpose will reach \$1,000,000 or more. State legislatures have made appropriations and congress is likely to authorize a considerable sum for relief.

Through parts of Indiana the situation is scarcely less serious than in Ohio. From Fort Wayne south a score or more cities are under water, the greatest damage occurring in Terre Haute, Muncie, Peru, Logansport, Fort Wayne, Richmond and Indianapolis.

While present reports give no detail it is certain that Catholic church and school property in all the cities of the flood zone will suffer severe loss with all other property interests. Business of all kinds is at a standstill, transportation and mail service is suspended, and it is estimated that the damage to railroads in the washouts will easily reach \$15,000,000.

Tornado Sweeps Middle West.

Preceding the Ohio and Indiana floods by a day or two, tornadoes swept the middle west, doing greatest damage in Omaha, Neb., where some 200 lives were lost, hundreds of people injured and probably \$4,000,000 worth of property destroyed.

Other Nebraska towns felt the death dealing force of the wind which swept over into Iowa as well as Missouri, Indiana, Illinois, Michigan, Montana, Wisconsin, Kansas and South Dakota, doing more or less damage in all these sections. In Omaha the convent of the Sacred Heart was almost totally demolished, but there was no loss of life. Most of the 250 girl students being away on their Easter vacations. The Poor Clare Convent, Bishop Scannell's residence and several churches suffered more or less damage.

Deaths Among Religious Teachers.

Mother M. Compassion, as she was always affectionately known in St. Mary's convent, Notre Dame, Ind., because of her past high office and her venerable age, died last month in the eighty-seventh year of her life.

Brother Xystus, for over forty years a member of the Holy Cross order, died during the month at Notre Dame after an illness of twenty years. He is survived by two brothers and one sister.

Mother Mary Camilla, superior of the Sisters Servants of the Immaculate Heart of Mary, died recently at Villa Maria, West Chester, Pa.

Mother Mary Alphonsus, of the Sisters of Mercy, Big Rapids, Mich., after spending sixty-four years in religion, died during the past month.

National Sanitarium.

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seems now virtually assured. Immediately after Easter Father McMenamin will go east for a conference with Cardinal Farley, after which he will visit some of the Archbishops. He expects that the plans for a monster institution for consumptives will shortly thereafter be consummated.

The plan under discussion now calls \$150,000 would be expended for buildings, the remaining \$350,000 to be held in trust for maintenance. A site close to Denver is being considered. The institution would provide for both pay and charity patients, the money received from the former class to be devoted to the care of those who could not afford the expense of treatment. A novel feature of the proposed sanitorium will be a wing for sick priests and one for sick nuns, so that a semblance of community life might be maintained even in the isolation rendered necessary by tuberculosis.

Nuns Fight Fire.

Nuns who formed a bucket brigade, saved the Graymoor convent at Garrison, N. Y., from destruction by fire last month. The nuns risked their lives in the work, but checked the flames until assistance arrived from Peekskill. Mother Mary Lurana directed the volunteer fire fighters.

Graymoor is five miles north of Peekskill, and the home of the convert-community of the Atonement. There are no water works nor fire protection there, and when flames started in the dormitories the nuns faced a perilous situation.

\$300,000 to Sisters.

Under the will of Ferris S. Thompson, who died in Paris, Mercy hospital, Chicago, will get \$100,000 outright and \$200,000 after the widow's death. Mr. Thompson was a grandson of the founder of the Chase National bank, New York.

Sisters of Mercy at the Mercy hospital expressed delight over the news. The mother superior was not at the hospital when a representative called, but others could not remember that Mr. Thompson ever had been a patient at the hospital.

Catholic Boy Wins.

At the second annual contest of the New York Intercollegiate Peace association for the prizes in oratory offered by Mrs. Elmer Black, through the New York Peace society, first honors were awarded to Edwin S. Murphy of Fordham University, W. D. Smith of Cornell obtaining second place. The contest took place on the evening of March 14 before an audience which filled the great hall of the college of the city of New York to overflowing. The two prizes were \$200 and \$100, respectively.

The winner's oration was entitled, "The End and the Means," while "International Peace and Public Opinion" was the subject of the address which won second honors.

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I saw Mother Provincialis a few days since; she was delighted when I told her the work of the Sisters and she gave me the names of several others she would like to take the course just as soon as circumstances will permit. With grateful thanks,

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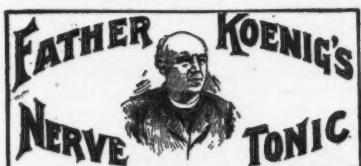
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To Employ Priest.

The government is about to establish a special station for observation purposes on Georgetown University grounds. Plans are already under way for the building of the station on Observatory Hill. The Rev. Francis A. Tondorf, S. J., professor of science and director of the seismic observatory, has been appointed special observer by the government, and will assume charge of the new station on its completion.

New Canadian College.

A splendid site has been secured for the college to be erected at Calgary, Alberta, Canada, by the English Benedictine Fathers. Father Clarkson, who has the matter in hand, has just announced that twenty acres of valuable land, within three-quarters of a mile of the Calgary University, has just been presented to the Benedictine Fathers, and a building to cost \$100,000 will be erected at once.

Laetare Medal to Dr. Herbermann.

The thirtieth Laetare medal is this year awarded by the faculty of Notre Dame University to a most prominent Catholic scholar, litterateur and layman, Dr. Charles G. Herbermann of New York City, editor-in-chief of the Catholic Encyclopedia, says the Natre Dame Scholastic. A German by birth, Mr. Herbermann has resided in America since 1851.

Class for Newsboys.

The Epiphany school in Pittsburgh, Pa., is doing an excellent work in conducting night classes for newsboys. The school is convenient to the newsboys' home. The sessions are most interesting and instructive.

New Novitiate at Maria Stein.

The Sisters of the Precious Blood, whose mother house is at Maria Stein, O., have purchased eighty-six acres of land in Madison township, near Dayton, where a convent and novitiate will be built. Work on the building, which will cost \$50,000, will begin at once.

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Shorthand was in use centuries before Pitman. In the fourth century "Acts of St. Callistratus," the compiler states: "There is a certain scribe of the law courts who listened to the discourses of Callistratus and wrote them down in shorthand on paper, and gave us, and we set in order with all accuracy his record outlined."

A New College.

A new college, to cost approximately \$100,000, will be erected at Hillcrest, near Princeton, N. J., by the order of the Congregation of the Mission, the mother house of whose priests is located at St. Vincent's seminary, Germantown.

Technical School for Hibernians.

About two months ago an evening technical school for members of the A. O. H. only was started in Chicago. The school is being conducted in St. Patrick's school of which Rev. Wm.

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The Catholic School Journal

McNamee, the county chaplain, has charge, and there are now two classes of thirty each. One class is studying applied mathematics, and the other mechanical design.

Niagara University Fire.
Fire destroyed the alumni building of Niagara University, Niagara Falls,

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N. Y., causing a loss of \$150,000. The building, a new three-story structure, erected to replace one burned in June, 1909, contained the club rooms of the college societies and the college chemical laboratory. Defective wiring is believed to have caused the blaze.

First Public School.

Brooklyn had the first free public school in the United States. With the coming of Adam Roelandse in 1633, the first school tax ever levied in America was imposed on each householder and inhabitant.

Cross as a Beacon.

The dome of the seminary of St. Augustine, which is to crown the heights of Scarboro, Ont., will be surmounted by a cross 480 feet above the lake level. This cross will be electrically illuminated at night, and will serve as a beacon to mariners on Lake Ontario.

It is announced that Brother Maurice, for a year director of St. Vincent's Academy, Mobile, has been appointed provincial of the Brothers of the Sacred Heart for the United States.

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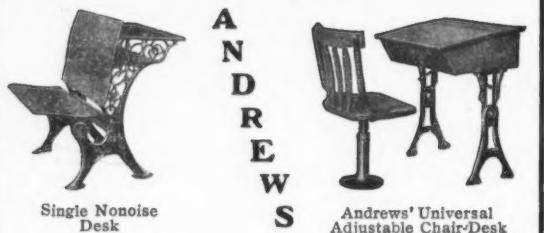
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(Continued from page 30)

free-handed, generous-hearted Labor done so much as for America.

No. 17. LIBERTY—You are indeed honored and cherished in this busy land, O labor! Here, where I, the Spirit of Liberty, wield the scepter of Peace and Plenty, you have not merely an abiding place, but a home. But beware, good friend; you, too, may become tyrannical. Beware; lose not your trust in God, lest in your desperate struggle with Capital, you use the methods of Capital, and attain an ignoble victory.

No. 18. LOYALTY—So long as Labor is governed by the principles of Liberty, and taught by my voice, the voice of Loyalty, or guided by my hand, all will be well, and Labor will further the interests of Peace in the spirit of truth and justice. But if Labor becomes disloyal to Liberty, then will it degenerate into violent and radical Socialism.

No. 19. YOUNG AMERICA—Capital has its proper place among us. If it has become an usurper of power and prestige, Uncle Sam is to blame, through want of vigilance and foresight. Have none of you a greeting for Capital? Behold, he stands alone and neglected—a thing that is new to him, and that he does not relish, I'll warrant you! Be courteous, at least; and more; give Capital his due. Labor has built, but Capital has been the architect; Labor has struggled to establish industry in our midst, but Capital has given the power; Labor has fought a good fight against the forces of nature, but Capital has furnished the ammunition.

No. 20. LIBERTY—I would be most happy to have Capital for a friend, but he must make the advances. I am not sure that Liberty has a place in his scheme of things. Do any of you consider him the friend of Peace and Patriotism? He has done much for both, but the selfishness of his motives detracts from the value of his deeds.

No. 21. LOYALTY—I, too, have my doubts of him. He loves Liberty, because of the opportunities it affords him and the privileges it confers upon him, or enables him to grasp. I am not sure of his devotion to Patriotism, either. In time of War, Labor works and fights, and

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endures; Capital speculates, buys government bonds, and grows richer, fattening on the country's woes. And yet, Capital should be the mainstay of national greatness and integrity. Wake up, Uncle Sam! Take heed, Young America!

No. 22. CAPITAL—Where there is so much prejudice, a wise silence is the better part of discretion. I make no defense; I merely state a few facts. The government is glad, in time of stress and of war, to sell me a few of its bonds. The public, in time of trouble, uses my resources, and then, gives me unlimited abuse when prosperity returns. The government is secretly my friend, though outwardly my enemy, while Labor is stupidly ungrateful to the hand that supports it. However, I need bend the knee to none of you, I am sufficient unto myself.

No. 23. YOUNG AMERICA—It seems to me that Uncle Sam and some of his true and loyal citizens have been making you "bend your knee" pretty lively of late. It must be getting quite limber, however stiff your stubborn neck may be.

No. 24. ARBITRATION—You have bent your knee to me in the past, and you will in the future. Indeed, the Future will see to it that you lie prostrate at my feet. Then the Spirit of Strikes, being useless, will die, and Labor will triumph. The ignoble political and financial fetters that restrain the Present shall not bind the free limbs of the Future.

No. 25. CAPITAL—The best way to deal with you is to ignore you. (Turns away from her.) Some of you noisy brawlers asked Uncle Sam, a while ago, in behalf of Labor, who built his railroads, etc.? Will that inconsistent and illogical questioner tell me who paid for those railroads, etc.? How many canals, railroads, and other "public utilities" would Uncle Sam have today, if Capital had not footed the bills?

No. 26. YOUNG AMERICA—In the first place, Uncle Sam doesn't "possess any railroads, and in the second place, if he did "possess" them, we would not see Capital rushing along "to foot the bills" for him. Most of Uncle Sam's bills are "footed" by the taxes of the comparatively poor people of the country. The less you say about what you have done for the country, by the construction of public utilities, the better. Young America isn't

asleep, let me tell you; not just now. We don't owe you any thanks, nor any honor for making *yourself* rich.

(Enter Future, Past, Present, and Science. Two from each side.)

No. 27. STRIKER—No; the Lord of the Castle has small reason to be thankful to the bandit who builds a highway that he may the more readily reach the castle and rob its treasure room, or the more easily and safely take from the Lord of the Castle his jewels.

No. 28. FUTURE—It rests with me, the Future, to change these conditions and to institute a better order of things. With the aid of those who come to cuppy this throne, I will accomplish my glorious task. Then we shall not need your unpleasant methods, O Striker! As for you, O Arbitration, see that you summon wisdom to your councils and keep justice at your side. (Enter War.) What brings you here, O Prince of War? I thought you were long since banished from our peaceful land.

No. 29. WAR—I do not come to consult with you, at all events, O Future! I glory in the history of the Past, and I am concerned with the Present. These good spirits seem to disagree about something. A quarrel always attracts me; particularly, if the parties are of political importance, for such a disturbance may bring a profitable job. I rejoice when Labor and Capital have a dispute, for disunion and strife give me my glorious opportunities. It is long years since I trod the soil of Uncle Sam's domain, and watered it with the best blood of his people, in both the north and the south. In the meantime, I have not been too busy in "the far East," or in South Africa, to keep an eye on American affairs, nor to keep an ear open to voices that may, ere long, demand my presence. Too much Capital, too many strikes, too much Panama Canal, too many disputes about state rights and Federal interference, too big a dose of Monroe Doctrine, inopportune administered, may give me, at any hour, an opportunity to establish my power, and make it supreme over brave but rash America.

In truth, my presence and my reign should be now, a sin the memorable Past, a glory and an honor to any land that I may visit.

No. 30. PAST—Prince of War, I, the Spirit of the

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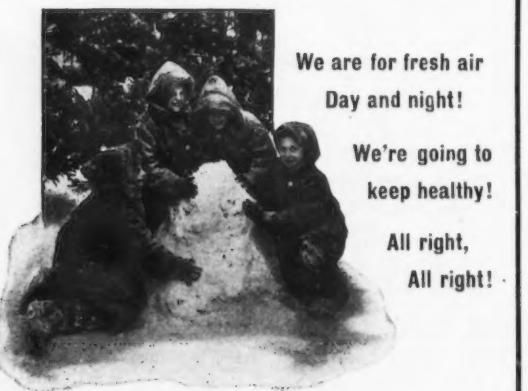
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No. 31. SCIENCE—Yes, Science will aid you to regain your dominion over the nations. I have always worked zealously in your behalf—have always hastened, in hour of need, to offer you the mightiest of my discoveries and inventions.

No. 32. WAR—I acknowledge my great debt to you, O noble Science! Without you, modern warfare would be impossible. But in these stupid days, of what use to me are your discoveries and inventions, your high explosives and your steel armored ships, with their 12 inch guns? Since pale, sickly Peace is so warmly favored by the Spirit of the Present, with her Roosevelts and her Courts of Arbitration, I am an exile from the land I made free and glorious, when Americans were brave and true. Now, the cowardly, comfort-seeking people of this country are proclaiming the shadowy glories of Peace, principally because they wish to escape the soul-strengthening discipline of pain.

No. 33. PRESENT—Be silent, O bloody Prince of War! Destroyer art thou of human life, and of all things beautiful. I, the Spirit of the Present, love you not. I would fain banish you forever to the regions of eternal strife and woe, where you originated and where you belong. Science, surely you only tolerate War, and give him service, because conditions over which you have no control demand it of you. Abandon him, I entreat you, and labor in behalf of life, peace, industry, and a worthy prosperity. To die piously and happily, at the close of a long, useful life, is what the Present regards as superlatively desirable. Your glories, O Prince of War, so dear to the grim, dark, barbarous past, are detestable to the sunny, civilized, peace-loving Spirit of the Present.

No. 34. PAST—Be quiet, hypocritical boaster! You encourage a hundred vile humanities and cruel practices, far more degrading and destructive than those of War. Come, mighty Prince, take your rightful place, on the steps of the throne; let the Spirits, here assembled, choose between you and poor, mean-hearted Peace.

No. 35. WAR—I fear the result of their vote. Europe and America are becoming entirely too tame. Were it not for South Africa, and the distant regions of the "far East" in Asia, I would no longer have a chance to exercise my noble powers, display my magnificent talents or increase my domain. Modern nations are becoming so over-civilized, or rather, so much afraid of each other, that I run the risk of losing my long established place among the world's active forces. From the beginning of history until very recent times, I held the empire of the world, wore the crown of universal dominion, and beheld, bowing before my throne, earth's noblest and best, while her greatest and bravest gloried to die in my service.

No. 36. PRESENT—(Peace enters.) Come, all ye spirits that move the heart of man! Come, declare your allegiance to fair Peace. Let us banish War forever.

No. 37. SCIENCE—I will serve Peace skillfully and patiently, but I will serve War devotedly and enthusiastically. I love, in time of Peace, to struggle with the forces of nature, and to wrest from her the secrets she withholds; it affords me greater delight to draw priceless good from the battles and the victories of War, of war between national armies; of war against all sorts of social and political forces; of war against man's subtler enemies, disease and sin. Spirit of the Past, it may be that you and I shall be able to convince the insincere, ease-loving Present that the peace she favors is not true Peace, but merely a deceitful tranquility. There are things well worth having that will never be gained if man does not fight for them. There are bloodless wars. Many of them are called for in America.

No. 38. FUTURE—The Past has no right to a place in this company of living, active and enlightened spirits. When we wish to learn anything from her, we can read about her in books. Let her depart to seek the society of boastful History and dim, vague memory. The Present pays a certain sort of homage to the Past, but the Future ignores her.

(To be concluded in our next issue.)

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